

**THE PROMOTION OF MENTAL HEALTH AND
EMOTIONAL WELLBEING OF CHILDREN (5–13)
THROUGH PARTICIPATORY PARTNERSHIP WORK
WITH SCHOOL COMMUNITIES IN ONE LOCAL
AUTHORITY:
A REALISTIC EVALUATION OF THE TREASURE
PROJECT, A THREE-YEAR CHILDREN’S FUND PROJECT**

by

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ABSTRACT

This is an evaluative study of an ecological, multi-faceted, multi-level school-based mental health and emotional wellbeing project, called the Treasure Project. The project team directly supported 3,452 children and trained 607 staff from 56 schools. Realistic Evaluation (Pawson and Tilley, 1997) informed the evaluation. Theories, developed from a review of literature, were used to derive a framework of hypotheses about effective work in the area of mental health and emotional wellbeing. Data collected about the project were checked against the framework leading to new theories and hypotheses being developed.

Findings from the evaluation suggest that: 1) projects aiming to promote children's mental health and emotional wellbeing have more impact if they are multi-faceted, multi-level and include a whole school approach; 2) direct interventions supporting children's emotional needs are more effective if school staff's capacity is simultaneously increased through training and partnership work; and 3) capacity building is most effective when it takes place over time, is aimed at building staff's support skills, and is rooted in evidence-based approaches providing good resources for future reference. The enquiry's limitations are discussed, together with a consideration of how these findings might be useful to professionals, including educational psychologists, working in partnership with schools.

DEDICATION

This thesis is dedicated with love to my parents
William Charles and Joyce Todd.

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I would like to acknowledge the many people have supported me on my long journey through my doctoral studies. My thanks and appreciation go to the following people: John, my husband, who has patiently proofread my work; Daniel and Jessica, my children, who have encouraged me to keep going; Dr. Paul Timmins, my tutor, who has kept faith that I would complete my doctorate and has spent many a tutorial session encouraging me through the research process; and both [REDACTED] Psychology Services which have enabled me to continue my studies whilst in their employ.

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TABLE OF CONTENTS

CHAPTER 1: INTRODUCTION

1.1	Statement of purpose of research	1
1.1.i	Specific aim of the research	2
1.2	Justification of significance of substantive topic	2
1.2.i	Government Guidance	2
1.2.ii	Supporting mental health and emotional wellbeing in schools	4
1.2.iii	Influence of the school environment	5
1.2.iv	National Service Framework	6
1.2.v	Proactive service delivery models	7
1.3	Context of the enquiry	8
1.3.i	Parameters of project brief	9
1.3.ii	Staffing of project team and funding of project team	10
1.4	Role of the Senior Educational Psychologist	10
1.5	Model of service delivery	12
1.5.i	Participatory partnership, Project schools and Non-Project Schools	12
1.5.ii	Extent of project	13
1.5.iii	Multi-faceted, multi-level partnership work with schools	14
1.6	Outline of the rest of the thesis	17

CHAPTER 2: REVIEW OF LITERATURE

2.1	Introduction	19
2.2	Mental health and emotional wellbeing	19
2.2.i	Occurrence of diagnosed mental disorder in young people	19
2.2.ii	Definition of mental health and emotional wellbeing	21
2.2.iii	Use of mental health and emotional wellbeing definition by Treasure Project team	25
2.2.iv	Alternative school-based mental health programmes	25
2.2.v	Effective preventive programmes	27
2.2.vi	Health promoting schools	30
2.3	Partnership work in the area of mental health and emotional wellbeing promotion	31
2.3.i	Models of service delivery	31
2.3.ii	Partnership work – study of a Tier 2 provision	32
2.3.iii	Partnership work – study of targeted multi-agency intervention	35
2.3.iv	Partnership between CAMHS and schools	37
2.3.v	Education and mental health and emotional wellbeing	38
2.4	Relationship between staff's capacity to meet children's emotional needs and training	40
2.4.i	Training of school staff	40
2.4.ii	Effectiveness of training	40
2.4.iii	Mental health and emotional wellbeing partnership work	43
2.4.iv	Partnership work with teaching assistants	44
2.5	Conclusion	46

CHAPTER 3: RESEARCH AIMS, METHODOLOGY, DESIGN AND PROCEDURES

3.1	Introduction	48
3.2	Research Questions	48
3.3	Consideration of research paradigms	53
	3.3.i Positivism	53
	3.3.ii Relativism	54
	3.3.iii Scientific realism	55
	3.3.iv Causal assumptions within research paradigms	57
3.4	Realistic Evaluation Methodology: Contexts, Mechanisms and Outcomes	61
3.5	Realistic Evaluation: Programme Theory and Programme Specification	63
3.6	Developing Programme Theories from the Literature Review	64
	3.6.i Identifying Contexts, Mechanisms and Outcomes	64
	3.6.ii Organisation of CMO configurations with regard to the research questions	67
3.7	Developing Programme Theories from identified CMO configurations	71
3.8	Building the Programme Specification from Programme Theories	73
3.9	Designing the research with regard to Realistic Evaluation	79
	3.9.i Conceptual frameworks	79
	3.9.ii Design of the two phases of the Realistic Evaluation data collection	84
3.10	Consideration of data collection methods	85
	3.10.i Data collection methods for Phase 1	88
	3.10.ii Design of head teacher questionnaire	88
	3.10.iii Ensuring purpose of questionnaire survey is understood	89
	3.10.iv Ensuring informed permission to use data is gained	90
	3.10.v Design of questions in head teacher questionnaire	91
	3.10.vi Reliability and validity issues associated with the questionnaire	95
	3.10.vii Distribution of head teacher questionnaire	98
3.11	Design of Phase 2 of the data collection	99
	3.11.i Realistic interviewing	101
	3.11.ii Validity and reliability issues of realistic interviewing	104
3.12	General ethical considerations of the evaluation	106
3.13	Data analysis procedures	109
3.14	Summary	110

CHAPTER 4: PRESENTATION AND DISCUSSION OF FINDINGS (PHASE 1)

4.1	Introduction	111
4.2	Level of response to head teacher questionnaire	111
4.3	Organisation and coding of data	112
4.4	Presentation of findings (Phase 1)	113
4.4.i	Responses to question 2 of head teacher questionnaire (Project Schools)	113
4.4.ii	Thematic analysis of responses to Question 2 (Project Schools)	116
4.4.iii	Non-Project School head teachers' responses to question 2	123
4.4.iv	Project School head teachers' responses to question 3	125
4.4.v	Non-Project School head teachers' responses to question 3	130
4.4.vi	Project School head teachers' responses to question 4	132
4.4.vii	Project School head teachers' responses to question 5	139
4.4.viii	Head teachers' responses to question 6	143
4.4.ix	Non-Project and Project School head teachers' responses to question 7	145
4.5	Limits of data presentation	147
4.6	Discussion of findings from Phase 1	148
4.6.i	Response rate	148
4.6.ii	Using Phase 1 data to check Programme Specification	149
4.6.iii	Checking hypotheses associated with Programme Theory 1	149
4.6.iv	Checking hypotheses associated with Programme Theory 2	154
4.6.v	Checking hypotheses associated with Programme Theory 3	161
4.6.vi	Checking hypotheses associated with Programme Theory 4	166
4.6.vii	Reliability and validity of data	170
4.6.viii	Summary of Phase 1 of the data collection	172

CHAPTER 5: DESIGN OF PHASE 2 OF RESEARCH

5.1	Introduction	174
5.2	Selecting the schools for Phase 2	175
5.3	Refining the Programme Specification	178
5.4	Sequence of Realistic Interviews	183
5.4.i	Process of selecting the 'successful' schools	183
5.5	Design of APC interview	183
5.6	General format for all the realistic interviews	184
5.6.i	Choice of key stakeholders	186
5.7	Design of the question framework	186
5.7.i	Informed consent to participation in interviews	188
5.7.ii	Conducting the interviews	188
5.8	Summary	191

CHAPTER 6: PRESENTATION AND DISCUSSION OF FINDINGS (PHASE 2)

6.1	Introduction	192
6.2	Findings from Phase 2	192
6.2.i	Practitioners' comments about the Programme Theories	193
6.2.ii	Comments about Programme Theory 1	193
6.2.iii	Comments about Programme Theory 2	195
6.2.iv	Comments about Programme Theory 3	196
6.2.v	Comments about Programme Theory 4	199
6.3	Effective contexts	201
6.3.i	APCs' comments about effective contexts	203
6.3.ii	HT1, TS1 and TS2's comments about their school context	204
6.3.iii	HT2, TS3 and TS4's comments about their school context	205
6.3.iv	Summary about effective school contexts	205
6.4	Effective mechanisms identified in the realistic interviews	207
6.4.i	Effective mechanisms identified by APCs for preparing them for their new role	210
6.5	Effective mechanisms identified in successful Project Schools	211
6.5.i	Function 1: Building a relationship with schools	215
6.5.ii	Function 2: Direct interventions	216
6.5.iii	Function 3: Training	216
6.5.iv	Function 4: Sustaining capacity in schools	217
6.6	Discussion of findings from Phase 2	218
6.6.i	Using direct comments about Programme Theories in Phase 2 realistic interviews to adjust Programme Specification	218
6.6.ii	Using information about CMO configurations in Phase 2 realistic interviews to further adjust the Programme Specification	223
6.6.iii	Identification of mechanisms	225
6.6.iv	CMO configurations focusing around the role of the APC	227
6.7	Adjustment of Programme Specification after CMO configuration focusing	232

CHAPTER 7: CONCLUSIONS AND RECOMMENDATIONS

7.1	Introduction	239
7.2	Summary of evaluation described in thesis	239
7.3	Critique of Realistic Evaluation as a research methodology	241
7.4	Relating important revealed CMO configurations to Research Questions	244
7.5	Using the Programme Specification	248
7.6	The role of the educational psychologist	249
7.7	New questions arising from the research	251
7.8	Limits of study	252
7.9	Concluding statement	254

REFERENCES	255
APPENDICES	266

LIST OF TABLES AND FIGURES

CHAPTER 1: INTRODUCTION

Table 1.1:	An extract from Treasure Project annual report, 2007.	16
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CHAPTER 2: REVIEW OF LITERATURE

Figure 2.1:	Mental health model	23
Figure 2.2:	A map of elements of mental health (and emotional wellbeing), its promotion and demotion	24

CHAPTER 3: RESEARCH AIMS, METHODOLOGY, DESIGN AND PROCEDURES

Figure 3.1:	Research question 1 (initial thoughts)	50
Figure 3.2:	Research question 2 (initial thoughts)	51
Figure 3.3:	Research question 3 (initial thoughts)	52
Figure 3.4:	Generative causation	58
Figure 3.5:	Treasure Project represented as an effective mechanism	61
Figure 3.6:	The Realistic Evaluation Cycle	63
Figure 3.7:	Programme Theories	72
Figure 3.8:	Conceptual Research Framework 1 – Conceptualisation of pathways with regard to possible impact of Treasure Project’s capacity building activities	81
Figure 3.9:	Conceptual Research Framework 2 – Conceptualisation of some of CMO configurations related to Treasure Project’s participatory partnership with school communities	82
Figure 3.10:	Realistic evaluation of Treasure Project – ‘observation’ phases	85
Figure 3.11:	Conceptual Research Framework 3 – Data collection boundaries of Treasure Project evaluation: contexts, mechanisms and outcomes	87
Figure 3.12:	Conceptual Research Framework 4 – Realistic Evaluation of Treasure Project - phase 2 of data collection ‘realistic interviewing’	103
Table 3.1:	Research areas’ relationship to research questions	68
Table 3.2:	Effective promotion of mental health and emotional wellbeing	69
Table 3.3:	Partnership work in the area of mental health and emotional wellbeing promotion	70
Table 3.4:	Relationship of staff’s capacity to meet children’s emotional needs and training	70
Table 3.5:	Initial Programme Specification of hypothesised CMO configurations about effective work in the area of mental health and emotional wellbeing promotion	76
Table 3.6:	Questionnaire questions’ relationship to research questions	93
Table 3.7:	Questionnaire questions’ relationship to need to reveal mechanisms and outcomes	94

CHAPTER 4: PRESENTATION AND DISCUSSION OF FINDINGS (PHASE 1)

Figure 4.1:	Distribution of head teachers' responses (Project Schools) with regard to emergent themes (mechanisms) for question 2	117
Figure 4.2:	Distribution of head teachers' responses (Project Schools) with regard to subsidiary themes (strong mechanisms) for question 2	118
Figure 4.3:	Initial thematic map of subsidiary themes developed from emergent themes for Project School head teachers' responses to question 2 about partnership	120
Figure 4.4:	Final thematic map of main themes developed from subsidiary themes for Project School head teachers' responses about partnership with Treasure Project	121
Figure 4.5:	Evidence of positive outcomes in 5 elements mental health and emotional wellbeing model in Project and Non-Project Schools	138
Table 4.1:	Evidence of participatory partnership relationship in Project Schools	115
Table 4.2:	Development of themes around partnership with Treasure Project	122
Table 4.3:	Non-Project School head teachers' responses to question 2 about partnership with Treasure Project	124
Table 4.4:	Evidence of partnership from Non-Project School head teachers' responses to question 2	125
Table 4.5:	Summary of Project School head teachers' responses to question 3 about the most useful aspects of Treasure Project – categorisation into outcomes: 1) positive impact on pupils or families, 2) building capacity of key staff and 3) building capacity of whole school community	127
Table 4.6	Summary of Non-Project school head teachers' positive responses to question 3 about the most useful aspects of Treasure Project - categorisation into outcomes: 1) positive impact on pupils or families, 2) building capacity of key staff and 3) building capacity of whole school community	131
Table 4.7:	Main impact of Treasure Project on children's mental health and emotional wellbeing from question 4 in Project Schools	133
Table 4.8:	Main impact of Treasure Project on children's mental health and emotional wellbeing from question 4 in Non-Project Schools	135
Table 4.9:	Number of Project and Non-Project Schools with positive head teacher comments for question 4	137
Table 4.10:	Main impact of Treasure Project on families in Project schools and Non-Project schools – condensed data for positive outcomes (question 5)	140
Table 4.11:	Number of Project and Non-Project schools with positive comments with regard to impact on families (question 5)	142
Table 4.12:	Head teachers' rating responses to training impact on school staff's capacity (Project and Non-Project schools)	144
Table 4.13:	Project and Non-Project School head teachers' responses to question 7	146

Table 4.14:	Evidence validating hypothesised outcomes of Programme Theory 1	151
Table 4.15:	Evidence validating hypothesised outcomes of Programme Theory 2	157
Table 4.16:	Evidence validating hypothesised outcomes of Programme Theory 3	162
Table 4.17:	Evidence validating hypothesised outcomes of Programme Theory 4	167

CHAPTER 5: DESIGN OF PHASE 2 OF RESEARCH

Figure 5.1:	Treasure Project as a black box	178
Table 5.1:	Thinking around initial Programme Specification after Phase 1 data collection	179

CHAPTER 6: PRESENTATION AND DISCUSSION OF FINDINGS (PHASE 2)

Table 6.1:	Comments about effective school context	202
Table 6.2:	Identified mechanisms associated with APC's role	208
Table 6.3:	Effective mechanisms associated with success of 'Treasure Project' in Project Schools	212
Table 6.4:	Initial refinement of initial Programme Specification after realistic interviews	220
Table 6.5:	List of codes and key mechanisms	226
Table 6.6:	Effective CMO configurations for successful partnership work with schools	227
Table 6.7:	Specificity around described mechanisms building a 'good relationship with Project Schools'	228
Table 6.8:	CMO configurations for preparing APCs for their role	229
Table 6.9:	CMO configurations for successful school-based project work aiming to promote children's mental health and emotional wellbeing while building capacity in school environment	231
Table 6.10:	Final Programme Specification	233

APPENDICES

Appendix I	Multi-agency Partnerships	266
Appendix II	Annual Report, 2007	267
Appendix III	Letter Accompanying Head Teacher Questionnaire	275
Appendix IV	Copy of Head Teacher Questionnaire	276
Appendix V	Head Teacher Questionnaire – Responses from Project Schools for question 2	281
Appendix VI	Head Teacher Questionnaire – Number of Responses around an Emergent Theme about Partnership with Project Schools	285
Appendix VII	Head Teacher Questionnaire – Number of Responses around a Subsidiary Theme about Partnership with Project Schools	286
Appendix VIII	Head Teacher Questionnaire – Responses from Project Schools for Question 3	287
Appendix IX	Head Teacher Questionnaire – Responses from Non-Project Schools for Question 2 and Question 3	296
Appendix X	Head Teacher Questionnaire – Responses from Project Schools for Question 4	300
Appendix XI	Head Teacher Questionnaire – Responses from Non-Project Schools for Question 4	308
Appendix XII	Head Teacher Questionnaire – Responses from Project Schools for Question 5	311
Appendix XIII	Head Teacher Questionnaire – Responses from Non-Project Schools for Question 5	316
Appendix XIV	Head Teacher Questionnaire – Responses from Project and Non-Project Schools for Question 6	318
Appendix XV	Realistic Interview Question Framework for Area Project Coordinators	319
Appendix XVI	Realistic Interview Question Framework for Head Teachers	324
Appendix XVII	Realistic Interview Question Framework for Trained Staff Members	328
Appendix XVIII	Realistic Interview–APC1	332
Appendix XIX	Realistic Interview–APC2	344
Appendix XX	Realistic Interview–HT1	352
Appendix XXI	Realistic Interview–HT2	360
Appendix XXII	Realistic Interview-TS1	370

Appendix XXIII	Realistic Interview-TS2	377
Appendix XXIV	Realistic Interview-TS3	383
Appendix XXV	Realistic Interview-TS4	390
Appendix XXVI	Part A of Ethics Form EC2	396

CHAPTER 1: INTRODUCTION

1.1 Statement of purpose of research

This thesis evaluates a three-year school-based mental health and emotional wellbeing project, called the Treasure Project. The project, funded through Children's Fund and Child and Adolescent Mental Health (CAMHS) monies, was in operation from September 2004 to July 2008. During this time the small project team trained 607 staff from 56 schools and also directly supported 3,452 vulnerable children and young people. This study will be of interest to multi-agency teams of professionals looking to effect positive outcomes for children in the area of mental health and emotional wellbeing, especially those seeking to achieve this through the effective and efficient use of limited resources to address children's present needs, while building capacity in schools to meet children's emotional needs in the longer term.

This thesis is also an example of how Realistic Evaluation (Pawson and Tilley, 1997) can be used as a methodology to examine the inner workings of a programme. This will be of interest to fellow researchers, particularly educational psychologists, because it shows how such an evaluation can lead to improved practice in the 'real world'. The Treasure Project programme and partnership work with schools is explored in depth and compared to previous research knowledge, as described in the literature chapter, about the effective promotion of mental health and emotional wellbeing. This evaluation cycle resulted in the development of theory around effective partnership work aiming to promote children's mental health and emotional wellbeing. Suggestions are also given for practitioners to consider with regard to their own practice in this area.

1.1.i Specific aim of the research

The overarching aim of the research was to explore what was effective about the Treasure Project and this way of working in partnership with schools, that helped to both promote children's mental health and emotional wellbeing and led to sustained capacity being built in school communities. Capacity has been defined, for the purpose of the research, as an increase in staff's understanding, knowledge, confidence and skill level in meeting children's mental health and emotional wellbeing needs within a school environment and/or related positive ecological changes in the school environment that help to promote children's mental health and emotional wellbeing.

1.2 Justification of significance of substantive topic

The following sections explain why the study of this school-based project might bring new and important knowledge that would be useful for health and educational professionals working in the field of mental health and emotional wellbeing promotion.

1.2.i Government guidance

In March 2008 the Public Health Interventions Advisory Committee (PHIAC) published 'Public Health Guidance No. 12: Promoting Children's Social and Emotional Wellbeing in Primary Education' (National Institute for Health and Clinical Excellence, 2008) which gave several recommendations with regard to mental health and emotional wellbeing promotion. The guidance emphasised the importance of a supportive, secure environment and an ethos that avoids stigma and discrimination in relation to mental health and social and emotional difficulties. It put forward the view that, at some point, all children may demonstrate emotional, social and behavioural difficulties during the normal experience of

childhood. The PHIAC considered that universal approaches should be the main focus of social and emotional wellbeing promotion in primary schools. This was seen as including the early identification of children at risk of having their learning disrupted by social and emotional difficulties. It was hoped that a strong focus on prevention could also avoid inappropriate referrals to clinical services. The report recognised that national initiatives such as the Social and Emotional Aspects of Learning (SEAL) programme (DfES, 2005) and the Healthy Schools programme (Department of Health/Department of Education and Skills (DoH/DfES), 2004) along with related local policies on, for example, anti-bullying (Department for Children, Schools and Families (DCSF), 2007) could provide important vehicles for implementing the recommendations within the guidance and that this should also help support Ofsted in its inspection of progress in schools towards achieving the goals set out in 'Every Child Matters' (Department for Education and Skills (DfES), 2003). An integrated approach using universal and targeted interventions was seen as cost effective and preventative, thus reducing the need for the National Health Service, Social Services or the Criminal Justice System to become involved. It was recommended that programmes designed to promote the emotional and social wellbeing of children need to be rigorously evaluated and that teachers and practitioners in primary education need basic and ongoing training, provided by relevant training and education organisations, to promote young children's social and emotional wellbeing. The Treasure Project could be viewed as one such integrated programme with interventions at both universal and targeted levels and it is hoped that this study will add to the knowledge about the effectiveness of such an approach.

1.2.ii Supporting mental health and emotional wellbeing in schools

The Treasure Project is of particular interest as a topic of study because the small project team developed a unique multi-faceted, multi-level way of working in partnership with schools, guided by MacDonald and O'Hara's (1998) ecological definition of mental health and emotional wellbeing which is discussed in Chapter 2. The project's model of service delivery, which included both training and direct support to children, could be viewed as similar to the three-wave intervention model suggested in the recently-published Targeted Mental Health in Schools (TaMHS) Programme Guide (Department of Health and Department for Children, Schools and Families (DoH and DCSF), 2008). The TaMHS programme, funded by the Department for Children, Schools and Families (DCSF) as part of a commitment to The Children's Plan (DCSF, 2007), will cover all local authority areas by 2011, following Pathfinder work in 25 areas from 2008 (DoH and DCSF, 2008). Authorities have been encouraged to deliver mental health interventions which are grounded in the available evidence about what works in helping children and families with problems, or at risk of experiencing them. This evidence, the guide suggests, should be drawn from existing knowledge about interventions which proved effective in helping children with mental health problems; it also encourages Pathfinders to develop their own local evidence base, through a combination of knowledge from research and knowledge from the evaluation of their own practice. Therefore the evaluation of the Treasure Project is viewed by the writer as a significant substantive topic for research, providing information about the effectiveness of interventions similar in nature to those being delivered by the current TaMHS projects.

1.2.iii Influence of the school environment

A further rationale for this study is that it is important to ascertain those circumstances that lead to the sustained promotion of mental health and emotional wellbeing within a school environment. School is a common experience for most young people and children as they grow and develop into adults. It was acknowledged by Baroness Catherine Ashton, Parliamentary Under Secretary of State for Early Years and School Standards in 2001, that a positive school experience is important for children and can make a real difference to the long-term outcomes for children who are experiencing mental health problems (DfES, 2001, p.iii). There is clear evidence that a good school experience can be a protective mechanism to counteract effects of risk factors (Rutter, 1987; Benard, 1991; Garnezy, 1991; Gilligan, 1998, 1999, 2000, 2003, 2004). The Government acknowledged this in their guidance document about the promotion of children's mental health within early years and school settings (DfES, 2001). A later Ofsted (2005) publication, 'Healthy minds: Promoting emotional health and wellbeing in schools', reported on the evidence collected by Her Majesty's Inspectors (HMIs) about practice in 72 schools. It concluded that schools' lack of knowledge of the government guidance resulted in missed opportunities to improve the quality of provision for pupils with mental health difficulties. HMIs found that only a very small number of schools were working towards, or had met, the 2004 National Healthy Schools Standard's criteria for providing for pupils' emotional health and wellbeing (DoH/DfES, 2004). One barrier was seen as the low level of awareness of the importance of the issue and the report recommended that schools should make the promotion of emotional health and wellbeing a priority and ensure that school staff are aware of the guidance available. It is hoped that this evaluation of the Treasure Project may

reveal some of the context factors and key mechanisms that might be helpful for schools and outside agencies to consider when aiming to implement strategies in this area.

1.2.iv National Service Framework

The National Service Framework (NSF) for Children, Young People and Maternity Services has established clear standards for promoting the health and well-being of children and young people and for providing high quality services which meet their needs (DoH/DfES, 2004). It is a ten-year programme setting out 11 standards for health and social care that local authorities must achieve by 2014 (Jones, 2006). Standard 9 of the NSF covers the mental health and psychological wellbeing of children and young people. A progress report, written by Jones (2006), on the implementation of NSF Standard 9 (DoH/DfES, 2006) pointed out that good mental health is an important factor in strengthening families; improving educational attainment; promoting social inclusion; tackling anti-social and offending behaviour; expanding individuals' opportunities; and improving individual's general health and wellbeing. The report also noted that there were a number of initiatives that contributed to the early intervention and primary care of mental health. These were: emotional development being a core outcome within the Early Years Foundation Stage; multi-agency programmes such as Sure Start; the Healthy Schools programme; and the national roll-out of the SEAL materials across primary schools, with piloting of similar materials underway in secondary schools. Jones (2006) also reported that 70% of Children and Young People's Plans listed mental health as a priority area. The need to know more about how to build and sustain the capacity of schools effectively to meet children's mental health and emotional needs is an additional reason to study the work of the Treasure Project team.

1.2.v Proactive service delivery models

There is strong evidence to show that the CAMHS is often unable to meet the demands of the number of children with identified psychopathology (Slowik and Noronha, 2004; Jones, 2006); referral to specialised services can result in children waiting for long periods for the initial assessment of their needs. Over 28 years ago Albee (1982) pointed out that there was an unbridgeable gap between the large numbers in need and the small number of helpers, and thus he argued for a proactive approach to the promotion of mental health. Jones (2006) suggested that supporting children and young people with mental health problems should not be the responsibility of specialist mental health professionals alone and pointed out that, in many cases, the intervention that makes the difference will come from another service.

The Treasure Project was a programme that attempted to be both proactive and reactive to the mental health needs of children and young people. The development of the Treasure Project was guided by reference to key research and evidence-based practice in the field of emotional wellbeing promotion (Shepherd, Du'Mont and Tan, 2006). The research knowledge at that time seemed to indicate that the school ecology should be the central focus of interventions promoting mental health and preventing mental distress in school-aged children (Weissberg, Caplan and Harwood, 1991; Wells, Barlow and Stewart-Brown, 2003; Greenberg, Domitrovich and Bumbarger, 2001). The Government Guidance Paper 'Promoting Children's Mental Health within Early Years and School Settings' (DfES, 2001) also reported that there was increasing evidence that early years settings and schools can promote all children's mental health, and intervene effectively with those children experiencing problems. Greenberg *et al.*'s (2001) substantive review of effective primary

preventative interventions is further discussed in Chapter 2 , as is Weissberg *et al.*'s (1991) review of successful family-, school-, and community-based prevention efforts aimed at reducing the incidence and severity of psychosocial problems in children. Both of these research reviews indicate the importance of interventions that attempt to enhance the environment as well as building up an individual's competencies. The Treasure Project team used the research evidence described above to frame their work within a multi-level and multi-component developmental service delivery model (Shepherd *et al.*, 2006). The team offered whole-school sessions to raise awareness and increase understanding of mental health and emotional wellbeing promotion, together with training for key school staff in specific approaches to supporting vulnerable children. The project team also developed and delivered project work, in partnership with each school, around identified areas of need, for example playground behaviour. In addition to this, they directly supported vulnerable children and their families. Their involvement with a school evolved over time and they encouraged head teachers to think about how their school, as an organisation, met children's emotional needs. This combination of universal, targeted and direct support to vulnerable children is referred to throughout this thesis as a multi-faceted, multi-level ecological model of service delivery (Shepherd *et al.*, 2006).

1.3 Context of enquiry

The following section describes the context in which the enquiry took place. It covers the history of the project's inception, the staffing and the funding of the project.

1.3.i Parameters of project brief

The Children's Fund was launched in November 2000 as part of the Government's commitment to tackle disadvantage among children and young people. The Children's Fund programme aimed to identify children and young people at risk of social exclusion at an early stage, and make sure they received the help and support they needed to achieve their potential. In 2002, in partnership with key stakeholders, the Children's Fund in the local authority in which this study was conducted identified a need to increase the capacity of school communities to meet the emotional needs of children and young people. As a result the local authority's Children's Fund and CAMHS agreed to fund a two-year (2004–06) mental health and emotional wellbeing project. Initially the project was targeted at two local authority secondary schools and their feeder primary schools. The newly-established project team was asked to work in partnership with these schools in order to meet the mental health and emotional wellbeing needs of children through direct therapeutic support to vulnerable children between the ages of 5 and 13, as well as providing training and collaborative capacity-building partnership support to school staff.

Prior to commissioning, it was agreed by the Children's Fund, CAMHS and the EPS that the aims of the project were to be as follows:

- to raise awareness of children's emotional needs in schools and communities
- to build the capacities of those working with children
- to pilot new ways to support children's emotional development and build their resilience; and
- to disseminate best practice.

These aims shaped the way that the project team worked together and, consequently, with school communities.

1.3.ii Staffing and funding of project team

During the period 2005–06, funding was used to employ a 0.4 full time equivalent (FTE) senior educational psychologist, a 0.5 FTE assistant psychologist, 1.7 FTE Area Project Coordinators (APCs) to work in partnership with schools, and a 0.2 FTE teaching assistant. The balance of the funding was used to provide supply cover for training, to purchase resources and, by schools to employ teaching assistants to be trained as listening mentors. By March 2006, the boundaries of the project had changed and 20 primary and 3 secondary schools were actively engaged with the ‘Treasure Team’ (as the team was named). Although further funding was agreed for April 2006 to March 2008, the level of funding only allowed for the ongoing employment of the two APCs. The management of the project by the Senior Educational Psychologist continued as 0.2 of her time and income was generated for resources from the training courses.

1.4 Role of the Senior Educational Psychologist

The Senior Educational Psychologist who managed the project team was a key influence on how the project developed, but it should be noted that she is also the writer of this thesis. Her beliefs and values with regard to supporting children’s mental health and emotional wellbeing determined the way the project evolved. She encouraged the multi-faceted, multi-level ecological approach taken by the project team. She wanted the team to build on her knowledge and experience gained in the area of mental health and emotional

wellbeing promotion in her previous role as an educational psychologist as part of a CAMHS Early Intervention and Prevention team, working in [REDACTED] schools.

The Senior Educational Psychologist ensured that the APCs, who were not educational psychologists, were trained in person-centred approaches (Pearpoint, O'Brien, and Forest, 1993) and solution focused approaches (De Shazer, 1985) by herself. All the project team were trained by Trisha Waters to both deliver and train others to deliver Therapeutic Storywriting approaches (Waters, 2004). The APCs were also trained by Jenny Moseley to be Quality Circle Time (Moseley, 1996) trainers. They were also trained to deliver and train others in the Zippy's Friends (Clarke and Brown, 2010; Mishara and Ystgaard, 2006) emotional wellbeing programme. After both attending training and co-facilitating support groups, the APCs were able to train and mentor school staff in these approaches.

The APCs were encouraged to establish a participatory partnership with head teachers so that a tailor-made package of support and/or training from the project team could be developed around identified need. In this way, it was hoped to develop a cohesive approach to mental health and emotional wellbeing promotion within the school community. This enabled any previously established in-school initiatives or strategies, such as SEAL (DfES, 2005), to be taken into account when planning interventions or activities. Several schools also took up the opportunity to participate in a PATH (Promoting Alternative Tomorrows with Hope) (Pearpoint *et al.*, 1993), a visionary organisational development exercise conducted with the school staff, to look at how well emotional wellbeing was promoted in their schools. By developing the project in this way,

the team avoided imposing interventions on schools or assuming that one particular plan or intervention would suit all.

1.5 Model of service delivery

Initially the Treasure Project team contacted the school clusters targeted by the Children's Fund team and consulted with them with regard to the kind of service that was needed to meet the emotional needs of the children and young people within their school communities. As a result of this consultation, in the light of experience and background of the team members and with information gathered from a broad search of available research literature, a responsive multi-level model of service delivery was developed by the team. Schools were able to choose from a menu of evidence-based interventions to provide direct support for vulnerable children, as well as building their staff's capacity, either by training key staff in specific approaches and/or undertaking whole school staff training in the area of the promotion of mental health and emotional wellbeing. In this way, the Treasure Project team tailored their involvement over time to meet identified need.

1.5.i Participatory partnership, Project Schools and Non-Project Schools

Schools involved in such an active 'participatory partnership' relationship with the Treasure Project, will be referred as Project Schools for the purposes of this research and thesis. A 'participatory partnership' is defined in this context as being when an external project coordinator consults with a school and tailors a package of support to meet the needs of the school community as defined by the head teacher, school staff and school community. This package of support might be inclusive of ongoing consultation with children, families, school staff and other agencies or services involved with the school

community. Such further consultation might then determine the exact nature of the direct support, training or intervention undertaken, over what period of time, and with which multi-agency partners. Likewise, for the purposes of this research and thesis, Non-Project Schools are schools where the ‘participatory partnership’ did not exist, but where there was a minor degree of involvement with the project. For example, staff had attended one external training course, or a single intervention, such as a therapeutic storywriting group, had been delivered in the school by the project team. The Non-Project Schools have been included in this evaluation because it was felt useful to compare the differences between the two school contexts in terms of the impact of interventions or training in the absence of any ongoing participatory partnership with the Treasure Project team.

1.5.ii Extent of the project

As the project continued into its third year, the Treasure Project team offered their model of service delivery to other interested schools (where the capacity of the team allowed) while continuing to work with the two initially targeted school clusters. In addition to this, training courses were made available to staff from any school or external agency. During the three years of the project evaluated by this study, 607 staff from 56 different schools were trained by the Treasure Team in supportive approaches to meet children’s emotional and behavioural needs in school. In addition, 3,452 children and young people received direct therapeutic support, within a class or small group context. A limited number of children or families received individual support from the Senior Educational Psychologist. It should also be noted that the Treasure Project team worked in close partnership with over 20 agencies and voluntary services, including Relate and CAMHS (see Appendix I).

1.5.iii Multi-faceted, multi-level partnership work with schools

The Treasure Project team viewed mental health and emotional wellbeing not just as a state achieved by individuals but, following MacDonald and O'Hara's (1998) model, as deriving from and contributing to a variety of social conditions and processes. The model suggests the need for complementary interventions at micro, meso and macro levels. The project team focused their work at the micro level (individual needs) and the meso level (school community and family needs, expectations and priorities and local policy). The macro level (regional, national and international conditions and policies) was judged to be beyond the sphere of influence of the project. MacDonald and O'Hara (1998), in their Position Paper on Mental Health Promotion, suggested that it was 'misguided' to place all resources at one level because each level influenced the other and the elements were also viewed as interdependent.

The Treasure Project tailored interventions to meet the specific development needs of the schools rather than to offer a specific programme such as the Promoting Alternative Thinking Strategies curriculum (Greenberg, Kushé and Riggs, 2004) which is a comprehensive prevention programme for primary school-aged children intended to improve both social-emotional functioning and specific neurocognitive functioning, as well as, secondarily, to affect academic functioning. The Treasure Project team tried to ensure that interventions met the needs indicated by the school community, rather than requiring the school community to suit any interventions offered. Approaches and specific interventions which were used directly to support children, or chosen as the focus for staff training, were backed by research evidence showing previous success in the school context, for example, Zippy's Friends (Clarke and Brown, 2010; Mishara and Ystgaard,

2006), a mental health promotion program to improve coping skills in young children. The project team choose to champion some specific interventions and approaches, such as solution focused approaches (De Shazer, 1985), person-centred approaches (Pearpoint *et al.*, 1993), Zippy's Friends (Mishara and Ystgaard, 2006; Clarke and Barry, 2010), Quality Circle Time approaches (Moseley, 1996) and Therapeutic Storywriting approaches (Waters, 2004). They also based much of their work on the Pyramid Club (Ohl, Mitchell, Cassidy and Fox, 2008) type of work. Information about the approaches and interventions used by the project can be found in Appendix II. Table 1.1 illustrates the variety of the multi-level participatory partnership work with schools during 2006–07. It is an extract from the Annual Report presented to the Treasure Project Steering Committee (Shepherd, Du'Mont and Tan, 2007).

Table 1.1: An extract from Treasure Project Annual Report, 2007.

Meso Level (Whole School Environmental Focus)
<ul style="list-style-type: none"> ➤ Consultation work with schools to consider how the emotional needs of children are being met within the school environment as well as to identify vulnerable pupil groups. Schools are encouraged to engage in self-evaluative or reflective exercises, such as, the Healthy Schools Self-Evaluation Tool, use of the MacDonald and O'Hara model as part of a facilitated INSET, or through PATH (Promotion of Alternative Tomorrows with Hope) – a facilitated, visioning process. ➤ Training of school staff in the delivery of specific interventions whilst working alongside Area Project Coordinators, for example, Treasuring Ourselves (solution focused group work) ➤ Training courses offered by the Treasure Project for school staff within target clusters, such as Quality Circle Time, Zippy's Friends, Therapeutic Storywriting, or solution focused approaches. ➤ Consultation with Treasure Project Schools and relevant outside agencies and services in order to develop intervention to meet identified need, for example, 'Happier Playtimes' projects. ➤ Consultation with relevant outside agencies and services in order to develop and/or resource mini-projects, for example, after-school Art Clubs for children.
Micro Level (Individual Focus)
<ul style="list-style-type: none"> ➤ Direct therapeutic work with individual or groups of children by the Treasure Project Team, or by trained staff supported by the team, using proven evidence-based approaches such as solution focused approaches or Therapeutic Storywriting approaches. ➤ Direct work with classes of children by the Treasure Project Team such as Zippy's Friends or Quality Circle Time work. ➤ Direct work with small groups of children by the Treasure Team, or by trained staff supported by the team, through creative social participation approaches based on Pyramid Trust's work – Art Clubs or Treasure Time. ➤ Direct work with children to aid transition such as Treasure Transition and Mind Mapping. ➤ Direct collaborative work with children and other agencies to develop and deliver specific interventions such Peer Mediation programmes or 'Happier Playtimes'. ➤ Direct consultation with groups of children, such as school councils to develop work within schools to meet an identified need e.g. 'Happier Playtimes'.

Activities of the Treasure Project as presented to the Treasure Project Steering Committee (Shepherd *et al.*, 2007)

1.6 Outline of the rest of the thesis

The following chapters in this thesis consider the project in detail, including previous literature and research, the methodology used and the findings, ending with conclusions and, crucially, recommendations for future practice.

Chapter 2 critically reviews the literature and research knowledge in three main areas: mental health and emotional wellbeing; effective partnership working in the area of mental health and emotional wellbeing promotion; and relationship between staff's capacity to meet children's emotional needs, and training.

The third chapter sets out the research questions being considered and continues with a comparison of different research paradigms. The researcher's reasons for choosing scientific realism as the most suitable paradigm, and Realistic Evaluation methodology as the theoretical framework within which to conduct the study, are discussed. The researcher explains how the research reviewed in the previous chapter was used to develop theories about effective practice in the area of mental health and emotional wellbeing promotion. These theories were used to build a framework of hypotheses to check against the operation of the Treasure Project programme. This framework is described and the way it informed the design of the research which included two-phase data collection activities. The design of the data collection phases is also described in this chapter (and later in Chapter 5) along with ethical considerations, and includes threats to validity and reliability.

Chapter 4 presents the findings from the first phase of the data collection. The findings are analysed and discussed. The researcher also shows how this analysis informed the second phase of data collection activities.

Chapter 5 discusses the second phase of the data collection. The design of the interviews which were conducted with practitioners is described in this chapter, along with validity and reliability considerations.

In the penultimate chapter the findings from the interviews are presented and analysed. The chapter also describes the bringing to light of any influential features of effective practice operational in successful Treasure Project schools. The process of checking the findings from the data collection activities against the framework of hypotheses and the theories initially derived from the literature review is also discussed. The researcher shows how this comparative exercise was used to adjust the theories and the hypothesised framework about effective practice in the area of school-based mental health and emotional wellbeing promotion projects.

Finally, in Chapter 7, the researcher summarises what has been covered in each section of the thesis. The conclusions derived from the enquiry are drawn together and related to the aims of the enquiry. The research design is critiqued and evaluated in terms of the certainty of the answers to the research questions. The experience of using Realistic Evaluation methodology is discussed along with recommendations for future practice involving partnership work with school communities in the area of mental health and emotional wellbeing promotion. The role of educational psychologists is also considered.

CHAPTER 2

REVIEW OF THE LITERATURE

2.1 Introduction

This chapter has been organised into three sections, each of which covers substantive research around the three main areas of interest of the evaluative study:

- Mental health and emotional wellbeing
- Partnership working in the area of mental health and emotional wellbeing promotion
- Relationship between staff's capacity to meet children's emotional needs and training

2.2 Mental health and emotional wellbeing

2.2.i Occurrence of diagnosed mental disorder in young people

PHIAC Guidance 12 (NifHC, 2008) indicates that mental health and emotional wellbeing is a key factor affecting the development and educational achievement of young people. It reports that the Office for National Statistics found that in 2004, 10% of children and young people aged 5–16 had a clinically diagnosed mental disorder. 12% of these were secondary school children (aged 11–16 years) and 8% were primary school children (aged 5–10). Children were more likely to have a diagnosed mental disorder if they were male, were within disrupted families, had parents with no educational qualifications, or came from a poor or disadvantaged background. The statistics also showed ethnic variation. Children aged 5–10 who were white, Pakistani or Bangladeshi appeared more likely to have a diagnosed mental disorder than black children. Indian children seemed to be the least likely to have such problems. Looked After Children aged 5–10 were at least five

times more likely than average to have a mental disorder (42% versus 8%) (Office of National Statistics, 2004).

Statistics around 'mental disorder' can be affected by the consistency of diagnostic, or categorisation, activities. Collishaw, Maughan and Goodman (2004) researched trends in the levels of diagnosed mental health disorders over a 25-year period (1974–1999). Their longitudinal study attempted to compare rates of disorder at different time points by using the same instruments at each time point. As they pointed out, data in this area are often affected by changes in diagnostic criteria, differences in assessment methods and changes in official reporting practices. The samples used in their study were the adolescent sweeps of the National Child Development Study and the 1970 Birth Cohort Study, and the 1999 British Child and Adolescent Mental Health Survey. Comparable questionnaires were completed by parents of 15–16-year-olds at each time point (1974, 1986 and 1999). Their investigation showed a substantial increase in adolescent conduct problems that has affected males and females, all social classes and all family types. They reported that there was also evidence for a recent rise in emotional problems, but the evidence in relation to rates of hyperactive behaviour was mixed. Although they used the same instrument to collect data their study is reliant on the ability of parents, or their representatives, completing the questionnaires in a consistent manner. The reliability of the questionnaire will depend on the parents' interpretation of the questions. This interpretation may be affected by the cultural acceptance of appropriate social behaviour, which may not be the same in 1974 as in 1999. The questionnaire may have not been completed by both parents and each parent may have a different view about their child's behaviour. It is unlikely that both parents would complete a questionnaire about 15–16 year old, particularly in these

times of complex, changing family structures. In addition to this, the instruments themselves may have become out-dated, in that any standardisation or categorisation will be affected by the complex cultural diversity of today's society. The external validity of the study will also have been affected by their sampling methods and the ability of parents to complete the questionnaire, for example, they may be illiterate or be non-English speakers.

2.2.ii Definition of mental health and emotional wellbeing

The previous section discussed the apparent increase of 'mental illness' in young people. This literature review is particularly concerned with examining research about effective work in the area of mental health and emotional wellbeing promotion. Therefore it is important to define mental health and emotional wellbeing. In their 'Position Paper on Mental Health Promotion' (1998), MacDonald and O'Hara took a pragmatic stance, saying that it was easier to agree about the sorts of things that promote or demote mental health, by looking at specific examples of activity, than to try to deduce practice from an abstract and possibly arbitrary definition of 'mental health'. They suggested that it was only possible to define mental health in terms of an individual state to a limited degree, before it became necessary to consider the social nature of that individual's experiences and the social conditions and processes that contribute towards these experiences.

MacDonald and O'Hara (1998) drew upon Albee and Ryan Finn's (1993) meta-analysis of interventions shown to be effective in reducing mental illness. This analysis led to a formula suggesting that 'mental illness' could be prevented firstly by decreasing organic factors, stress and exploitation and secondly by increasing coping skills, self-esteem and

social support. MacDonald and O'Hara (1998) took the six factors in Albee and Ryan Finn's formula of key social conditions and processes that lead to the prevention of 'mental illness' and organised them into ten elements of 'mental health'. Their intention was to show that using these elements helps to clarify rather than obscure the understanding of the concept of mental health, and that the elements, when taken together, adequately account for the sort of things which either promote or demote mental health. The five promoting elements recognised were: Environmental Quality (such as good housing, good public transport, aesthetically pleasing building and landscaping, proximity to nature), Self Esteem (underlying belief about our worthiness and significance as a person in our own right, and not only as a result of our activity in the world), Emotional Processing (an awareness and respect for our own emotions, and those of others), Self Management Skills (coping skills in a broad holistic sense, proactive and involving an internal locus of control) and Social Participation (active involvement of individuals and groups in a range of mutually productive, interdependent relationships that together contribute to a social richness in our lives). The five demoting elements recognised were: Environmental Deprivation (such as poor housing, lack of safe places to play, threats of violence, pollution), Emotional Abuse (that which undermines and destroys our underlying belief about worthiness and significance as a person in our own right, either directly as through mental torment or physical or sexual abuse, or indirectly through systematic and sustained criticism, denial of our uniqueness and significance, devaluation of our values, or the sabotaging or undermining our competencies and our success), Emotional Negligence (institutional or personal neglect in helping people to develop and express their emotional life), Stress (different for different people and context related) and Social Exclusion (on basis of gender, race, class or other differentials like power exploitation). The elements are

shown in Figure 2.1 as a formula, with promoting elements above the fraction line and demoting elements below.

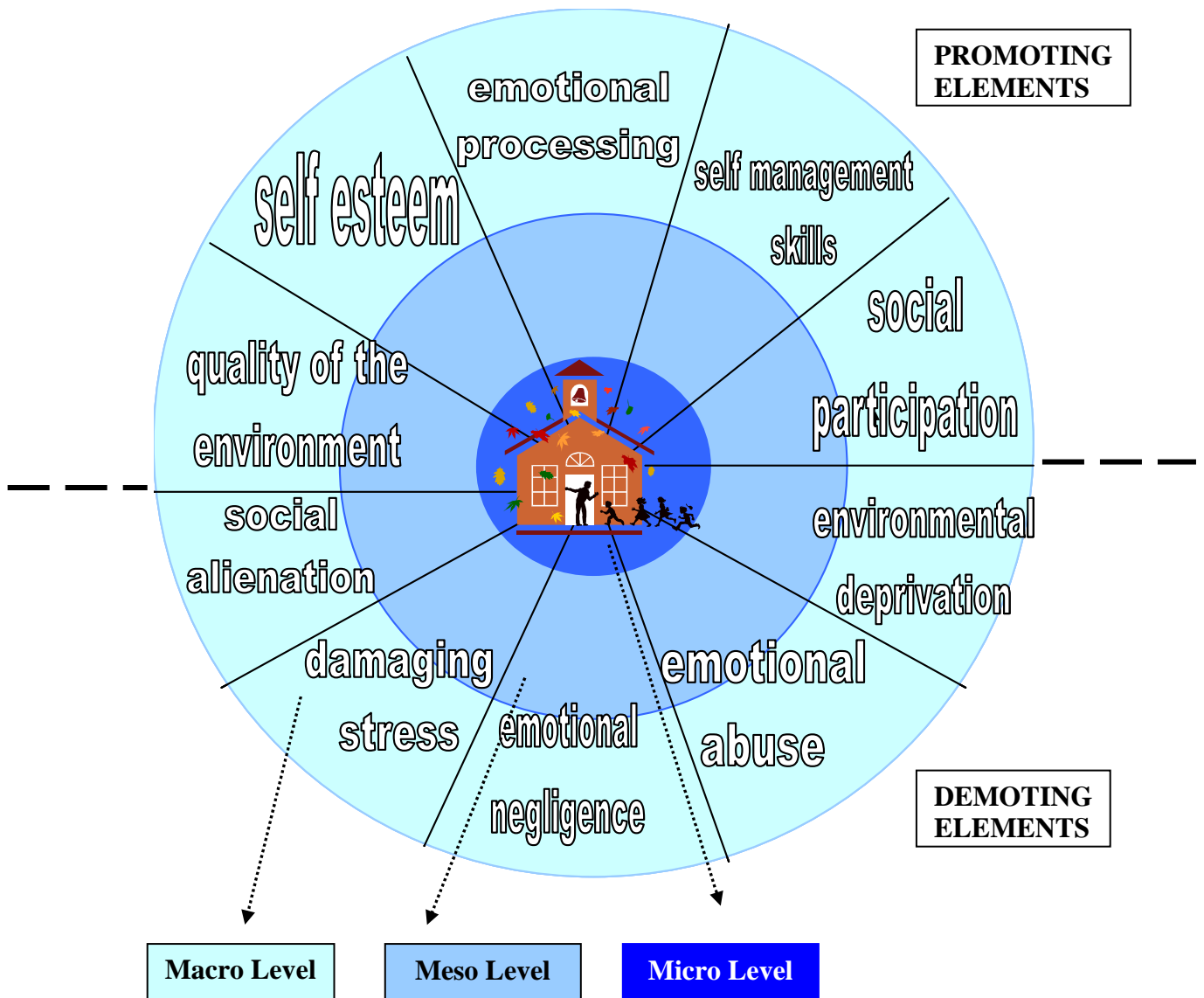
Figure 2.1: Mental health model

$$\text{Mental Health} = \frac{\text{Environmental Quality} + \text{Self Esteem} + \text{Emotional Processing} + \text{Self Management Skills} + \text{Social Participation}}{\text{Environmental Deprivation} + \text{Emotional Abuse} + \text{Emotional Negligence} + \text{Stress} + \text{Social Exclusion}}$$

(MacDonald and O'Hara, 1998)

MacDonald and O'Hara (1998) stated that the purpose of the formula above was not to provide a universal, culture-free definition of mental health but a framework, through which people from a variety of cultures will be able to add their own awareness and understanding. They also conceptualised their definition of mental health as a model which is shown as Figure 2.2. This model shows that 'mental health' can be promoted by enhancing elements above the dotted line and diminishing the elements below it. This definition also acknowledges the three different ecological levels of influence on mental health: the micro or individual level, the meso or organisational and institutional level, and the macro or regional, national and international level. The model also takes into account the interdependence between systems and structures at different levels, and the interdependence and cumulative influences between the ten elements. This dynamic definition of 'mental health' provided by MacDonald and O'Hara's model will be used throughout this research paper. It should also be noted that, for the purposes of this research, 'mental health' and 'emotional wellbeing' are understood as alternative names for the same concept. Weare (2000) noted that that health professionals and educational professionals tend to use these two terms in a similar way.

Figure 2.2: A map of elements of mental health (and emotional wellbeing), its promotion and demotion



Adapted from MacDonald and O'Hara (1998)

2.2.iii Use of mental health and emotional wellbeing definition by Treasure

Project team

As previously stated, MacDonald and O'Hara's (1998) definition of mental health and emotional wellbeing was used to support the development of the participatory partnership work with schools. The model was shared with head teachers and staff and it was referred to as part of any training activities undertaken. The effectiveness of such a multi-faceted, multi-level approach is strongly supported by research in this field (Rutter, 1987; Greenberg *et al.*, 2001; Gilligan, 2004; Ttofa, 2006). 'Choosing Mental Health', a document providing an overview of the Government White Paper of the same name, was published by the Mental Health Foundation (MHF) in 2005; it also suggests that effectiveness can be enhanced by implementing different interventions at various levels, and that this can have a synergistic effect (MHF, 2005). Weare (2000) pointed out that applying a health promoting framework to mental, emotional and social health in schools was largely unexplored territory. She ascertained that, until recently, work in the wider field of mental health promotion had been fairly isolated. She believed that this had been caused partly by the individualised perspective on mental health taken by health professionals and also by a lack of identification on the part of those working in schools with the medicalised and, in her view, rather frightening term 'mental health'.

2.2.iv Alternative school-based mental health programmes

Alternative models for school-based mental health programmes are described by Salmon and Kirby (2008) in their paper exploring the rationale for collaborative working between health and educational professionals. They cite Baruch (2001) when stating that there are two main models of such programmes in the USA: one having off-site services delivered in

a school by a children's outpatient psychiatric clinic; the other being the mental health component of a school-based health clinic. The school-based health clinics provide a variety of primary health-care services, including the provision of a comprehensive mental health service for all pupils; this includes assessment, multi-modal treatment, consultation and strategies for preventing poor mental health. Other examples of collaboration between health and education cited by Salmon and Kirby (2008) are those of Behaviour and Education Support Teams and also multi-agency initiatives developed as a result of the Department of Health CAMHS Innovation Grants. They note that these multi-agency support teams typically include a mix of professionals who provide support in differing ways, including work at a whole school level, group support to children and their families and/or intensive support to individual children and families where appropriate. They had usually developed referral criteria which were used to organise access to the service. Many of the programmes described seem to operate within a medicalised model of mental health.

In summary, Salmon and Kirby (2008) acknowledge that schools played a central role, both as an entry point to mental health services for children and young people with less severe mental health problems as well as in the assessment and management of children with neurodevelopmental disorders. Some of the programmes described seemed to rely on highly-trained professionals for the assessment and treatment of mental health difficulties presented by individuals. This may mean that they would be expensive resources to maintain and would not necessarily build capacity within the schools that they are based in because school staff might still tend to refer children and young people requiring therapeutic support to other professionals.

The UK government wants many more services for children to be provided in and around schools under the 'extended school' networks (DfES, 2003) and Children's Services need to show how they meet children's needs, particularly the five outcomes of the Children Act (DfES, 2004) under which children's wellbeing will be evaluated (Boorn and Hopkins-Dunn, 2006). Some of the obstacles to multi-agency working in the area of mental health noted by Salmon and Kirby (2008) are the different ways of working of health and education, the rising referral rates, prioritising of need and service thresholds, 'medical confidentiality' and differing views about labelling and diagnosis. A criticism of their paper is that has mainly examined good practice where 'mental health' has been regarded as the lack of a mental disorder and that the services are mainly reactive in nature, as opposed to proactive in the area of mental health and emotional wellbeing promotion.

2.2.v Effective preventive programmes

Greenberg *et al.* (2001) reviewed more than 130 primary preventive programmes for school-age children ranging in age from 5 to 18. Their intention was to identify preventive interventions that had undergone robust evaluation and had been found to reduce symptoms of psychopathology (e.g., aggression, depression, anxiety) or positively influenced factors associated with later mental disorders. They selected 34 programmes of universal and targeted interventions that met the following criteria: a randomised-trial design or a quasi-experimental design with an adequate comparison group; pre-, post-, and preferably follow-up assessment; a written manual specifying the programme's conceptual model and intervention procedures; and specification of the target sample's social and behavioural characteristics. Fourteen of these were school-based universal programmes, which were classified into four categories: general social-emotional cognitive skill

building; violence prevention; school-ecology change; and multi-domain and multi-component. In their summary of findings, Greenberg *et al.* (2001) highlighted the following conclusions about validated programs: (a) multi-year programmes are more likely to foster enduring benefits than short-term interventions; (b) prevention programmes that focus on multiple domains (e.g., individual, school, and family) are more effective than those that focus only on the child; (c) for school-age children, the school ecology and climate should be a central focus of intervention; and (d) programme success is enhanced by combining emphases on changing children's behaviour, teacher and family behaviour, home-school relationships, and school and neighbourhood support for healthy, competent behaviour (Greenberg, Weissberg, Zins, Federicks, Resnik and Elias, 2003). Greenberg *et al.*'s meta-analysis of research could be criticised for the initial selection of the 34 programmes. Meta-analyses focusing only on programmes evaluated using traditional, experimental research design may miss other effective programmes that may have been evaluated using a qualitative, anti-positivist research methodology. It may well be that the programmes selected for their 'robustness' would tend to be long-term school-based initiatives, focusing on multiple domains and therefore their sample procedures could have led the reviewers to their conclusions about what kind of programmes were the most effective.

Earlier research which also supported a broader approach to preventive programmes was that of Weissberg *et al.* (1991), who reviewed successful family-, school-, and community-based prevention efforts, aimed at reducing the incidence and severity of psychosocial problems in children. They sought to confirm an earlier proposal that family-, school-, and community-based prevention programs will be most effective when they attempt first to

enhance children's capacities to coordinate skills, prosocial values, and information in order to cope adaptively with society's social tasks, challenges, and stresses and second, to create environmental settings and resources that support the development of young people's positive personal, social, and health behaviour (Weissberg, Caplan and Sivo, 1989). They selected programmes that were, in their view, exemplars of prevention programmes that showed positive behavioural effects for young people, and the elements that appeared critical for the success of the programmes were described. Selections were based on the length, substance, and scope of the model, the majority of which focused on enhancing the competence of both children and their socializing environments. The models were also considered to be well-designed and with 'considerable advocacy for their broader dissemination' (Weissberg *et al.*, 1991, p.833). It was not clear what criteria were used to determine whether a model was well-designed. The researchers acknowledged that space limited the number of models they could discuss in the paper. Some of these programmes involved quite small samples, or high subject attrition rates.

It may well be that many of the selected groups would have fared well without the support programmes being in place, particularly as many of the programmes were long in duration and this may mean that other programmes or policies were also part of the support offered to children and families during this time. It was also difficult to identify the exact mechanisms within the programmes that produced the positive outcomes. However, in their conclusion Weissberg *et al.* (1991) stated they thought there was substantial evidence to indicate that the programmes, when they were implemented effectively, could produce lasting behavioural benefits for young people. They went on to suggest that it may take considerable time before research convincingly resolves whether such improvements will

actually reduce the incidence of mental disorders, and proposed that the time was ripe for prevention programme developers and researchers to introduce multi-component programmes of sufficient scope and length to produce long-term positive outcomes for children. They advocated that mental health professionals should forge a stronger collaboration with families, schools, and communities in order to provide high-quality, comprehensive prevention programming to more children and youth. According to Weissberg *et al.* (1991) the critical question to address is not whether prevention programmes work, but how they can be conducted most effectively.

2.2.vi Health promoting schools

The Mental Health Foundation's document 'Choosing Mental Health' (MHF, 2005) suggested that the role of the National Healthy Schools Programme in promoting mental well-being needed to be made explicit, alongside the evidence for the effectiveness of universal, long term, whole school approaches to mental health promotion. Lister-Sharp, Chapman, Stewart-Brown and Sowden's (1999) research was cited, which indicated that a health promoting schools approach can impact positively on aspects of mental and social wellbeing such as self-esteem and bullying. This study found that school health promotion initiatives that made changes to the school's environment and attempted to involve parents and the wider community provided a more effective framework within which to promote mental health than those that only used a curriculum-based approach. The 'Choosing Mental Health' document (MHF, 2005) inferred that the systematic review level evidence demonstrated that universal school mental health promotion programmes can indeed be effective. The document stated that the most robustly positive evidence was obtained for; a) schools that adopted a whole-school approach, b) interventions that were implemented

continuously for more than one year, and c) interventions that promoted mental health rather than preventing mental illness. Programmes that aimed to improve children's behaviour and were limited to the classroom were viewed as less likely to be effective. One of these reviews was Wells *et al.* (2003) extensive systematic review of universal approaches to mental health promotion in schools. This review team searched over 8,000 publications to find studies that met their criteria for inclusion. They concentrated on reviewing 17 studies of a possible 425 obtained for further review. 16 interventions were reviewed in depth and a further 53 which met many, but not all of the criteria, were identified and reviewed to gain an understanding of the sort of universal school mental health products that had been developed. Wells *et al.* (2003) concluded that long-term interventions that aim to promote positive mental health and involve changes to the school climate are likely to be more successful than brief class-based mental illness prevention programmes.

2.3 Partnership work in the area of mental health and emotional wellbeing promotion

2.3.i Models of service delivery

The Green Paper, 'Every Child Matters' (DfES, 2003), put forward a model of targeted services within a universal context. The paper describes how a comprehensive CAMHS should cover a diverse range of services appropriate to both the age and circumstances of children and young people, and to their different levels of need. It states that people working in universal services should be able to identify children who may need help, offer advice and support to those with mild problems. In addition, trained mental health workers need to be able to support workers in other agencies and specialist multi-disciplinary teams

should be able to provide assessment and treatment, and short- and long-term interventions and care; lastly, services may need to be located in a range of settings as near as possible to home in environments such as schools, homes and family centres which are perceived as less stigmatizing than traditional clinic settings. The National Clinical Practice Guidelines (National Institute for Health and Clinical Guidance (NifHCE), 2005) on the topic of depression in children and young people also emphasised a need for a stepped care model, where service delivery starts with service provision being close to a person's home and place of work or education. In this model, CAMHS Tier 2 or 3 staff provide training for Tier 1 staff and it recommends that this is particularly focused on pastoral support staff in secondary schools and educational services for young people excluded or non-attending mainstream provision. The model includes Tier 2 CAMHS staff delivering, when appropriate, individual or group interventions in the school setting and providing advice to school staff about young people who may be referred to a Tier 3 CAMHS team.

2.3.ii Partnership work – study of a Tier 2 provision

One example of research looking at partnership work in the area of mental health is that of Wiener and Rodwell's (2006) evaluation of a CAMHS Tier 2 provision in primary care for general practice supporting general practitioners (GPs), school nurses and health visitors in their work with mental health issues with children, young people and their families. Two Primary Mental Health Workers (PMHWs) provided the service: a clinical psychologist and a clinical nurse therapist. They were both employed full-time but spent half their week working in the Primary Care Service and the other half working in the specialist multi-disciplinary Tier 3 CAMHS team. The dual aims of the Tier 2 service were first to support and enable professionals working at Tier 1 in general practice and secondly to provide

direct clinical work in a general practice setting for children and young people with lower complexity problems who would probably not otherwise be referred to specialist CAMHS by the General Practitioner.

The PMHWs attended the GPs' monthly Primary Care Team meetings. GPs and other primary care staff were also encouraged to use monthly structured group consultations for more formal caseswork discussions, which included the CAMHS consultant psychiatrist. The PMWHs saw patients in a room provided in the surgery. They were also available for health visitors and school nurses for both structured and unstructured consultation-liaison work outside the GP practice setting. Unstructured consultation-liaison activities included the giving of telephone advice and informal face-to-face discussions with staff in the practice. Structured consultation-liaison activities included education, training and case consultation meetings, either with groups of staff or with individual members of the primary care team. For the purposes of their evaluation, Wiener and Rodwell (2006) also included direct clinical work under the structured consultation-liaison heading.

Wiener and Rodwell (2006) found the service to be well used and appreciated, particularly by the school nurses. The aim of the Tier 2 service, to support and enable primary care staff, appeared to have been achieved and this was evidenced by the uptake of the consultation-liaison opportunities and the positive responses to the questionnaire. However, it seemed that staff were supported more than 'enabled', for three reasons: first, the statement in the questionnaire that would most suggest 'enablement' drew less agreement than the other questions. Secondly, unstructured consultation-liaison was used more than structured consultation-liaison, and finally joint work was used less than direct

referral. They pointed out that the lack of joint work was unsurprising, given the high workload of primary care professionals and the difficulty of organising joint appointments. It was noted in the research that school nurses were particularly keen to gain support and training in their new extended role within secondary schools, where they were offering drop-in clinics and were seen as the ones most likely to use joint work with the PMHW.

Wiener and Rodwell (2006) acknowledged that their research design could have been improved by a better data collection system and that they had not collected data from the joint training sessions. A major criticism of the evaluation would be that it did not explore the concept of 'enablement' fully enough to comment about it. Some of the questions asked were open to interpretation. For example, the question which could be viewed as addressing enablement 'The PMHWs enable me to hold a case longer', could be interpreted in several ways. One interpretation might be that the PMHW was confident and had the skills to support the individual; another interpretation might be that the Tier 1 staff were unsure about when to refer the case on and held back from doing so. In addition to this, the questions used may not have captured the essence of what was 'enabling' about the service in terms of meeting children's needs, as opposed to staff needs. Referrals to Tier 3 increased in those practices which had opted for the Tier 2 service, although the difference was not statistically proven, and this resulted in an assessment/triage clinic being set up to manage the greater number of clients. The increase in referrals to Tier 3 was not an intended outcome of the service and some reasons for this were discussed in the paper. This needed to be explored at a greater depth given that, if the impact was to increase referrals to CAMHS Tier 3, it would seem to contradict the assertion that the aim

of supporting and enabling staff to work with children with moderate needs had been achieved.

2.3.iii Partnership Work – Study of targeted multi-agency intervention

Panayiotopoulos and Kerfoot (2004) provide another example of research resulting in positive evidence that joint work with schools can be successful in the area of early intervention with children at risk of developing mental health difficulties. A randomised controlled trial of a multi-agency intervention focused on children at risk of school and social exclusion. One hundred and twenty-four pupils aged 4–12 years who, through school and social exclusion, were at risk of developing more serious mental health difficulties, were randomly allocated, 62 to standard care and 62 to standard care plus the new intervention. Children allocated to the intervention group had the opportunity to be treated by a multi-disciplinary Home and School Support team consisting of a social worker, an educational psychologist, a community psychiatric nurse and a play therapist. The team offered rapid assessment and negotiation of a treatment plan with the child, the family and school staff. Following assessment, each child had the opportunity of receiving family interventions such as family therapy, individual work such as cognitive behaviour therapy or supportive psychotherapy, and school support through regular consultation with school staff by a member of the team. Panayiotopoulos and Kerfoot (2004) noted that this strengthening link with schools became a core feature of the service and that many children were treated in the school setting in order to maximise school integration and to minimise disruption to their education. Data were collected at three assessment points: recruitment (Time1), post-treatment at three months (Time 2), and long-term follow-up at six months (Time 3). Three clinical measures and one semi-structured interview schedule were used.

Initial analysis of the data showed no significant differences in the primary outcomes between the two groups at any of the outcome assessment times. However, when the data from eight non-compliance cases in the intervention group were removed from the analysis there was a significant reduction in the number of exclusion days and the appearance of mental health symptoms for the intervention group. The reason given for the sub-analysis was because the non-significant difference was contrary to the subjective, highly positive reporting of the impact of the treatment by both the intervention team and the families. Panayiotopoulos and Kerfoot (2004) concluded that the Home and School Support project was effective for pupils who engaged fully with the intervention. They suggested that this project also highlighted the importance of multi-agency involvement at a very early stage. The research could be criticised for the conclusions drawn from the sub-analysis; the reasons for non-compliance were not made clear and these pupils comprised 12.9% of the intervention group, a substantial proportion to discount. There was acknowledgment in the paper that a similar sub-analysis had not been conducted with the data from the control group.

It was suggested that these findings underlined the need for early intervention. Three conditions were necessary to make a positive difference to what was offered through existing services: engagement with the involved parties and the acceptance of the problem; swift assessment of the child's difficulties followed by a programme of sessions with clear aims and objectives, tailored to the child's level of understanding, and ideally involving the parents and school; and finally, flexibility. It was stated that the most successful outcomes were achieved by the therapist tackling the problem on several different fronts at once. The team, for example, was willing and able to liaise with other professionals, to give parenting

advice, to run cognitive behavioural therapy sessions, to sit in classrooms and observe the child, and to construct activity schedules to structure the child's daily life. It was not clear from the paper on what the researchers based their conclusions about conditions that promoted a positive difference. In addition to this, it was stated that schools found that knowledge of a child's home situation influenced their understanding and reduced the likelihood of a child being excluded or referred inappropriately to other services such as CAMHS. It was also surmised that regular consultation, and therefore being exposed to new or different ideas about working with children, would have contributed to the understanding and development of school staff. The researchers however based these assertions on anecdotal evidence. It would have been useful for data about the impact of the service on building staff capacity to have been collected in a more structured way that would demonstrate an unbiased evaluation of the impact of the service.

2.3.iv Partnership between CAMHS and schools

Pettit's (2003) research looking at effective joint working between CAMHS and schools revealed a wide variety of practice and structures. There was a 55% response rate from the 171 semi-structured questionnaires sent to all CAMHS in England. 87% of the CAMHS who responded to the survey worked with schools. The most common form of work was consultation and support to school staff, often on a case-by-case basis, with children referred to their service. They also provided consultation on behaviour, training and supervision to school staff, and contributed to health promotion activities. 70% CAMHS who responded to the survey also provided direct work with children, including individual and group work in schools, assessment and observation. Many worked with parents, particularly those of early years and primary age children, in school settings. Many of the

respondents, especially school staff, acknowledged that joint working had resulted in an increase in children's happiness and wellbeing. There was a measurable improvement in children's behaviour in two of the services, and better peer relationships were identified by workers. There were also some identified links to improved academic attainment. The report recommended that schools be given clear advice, guidance and support from both health and educational psychology services in order to promote children's mental health within school settings.

2.3.v Education and mental health and emotional wellbeing

Concern has been expressed by Weare (2000) that the increasing emphasis on performance, league tables and school accountability could undermine schools' motivation to recognise children's social and emotional needs. She commented that there can be an assumption within educational settings that the responsibility for children's social development and emotional maturity lies with their parents or specialist outside agencies, such as social services or mental health workers. In addition to this, work in schools that relates to emotional development can often be seen as something that relates exclusively to children in difficulty (Orbach, 1998). Weare (2000) viewed mental health as socially constructed and socially defined and she suggested that most health service approaches have conceptualised mental health as an individual rather than a social issue and have regarded understanding and action on mental health as the remit of professionals rather than non-trained people.

Research evidence shows that there is an increasing incidence of mental health problems (DoH 1992; Mind 1997; Rutter, 2006) and it is likely that the majority of individuals

within a school community will experience, or know of someone who has experienced, difficulties coping with emotional issues or life events. There is often a concern that a focus on emotional wellbeing will involve additional work for school staff (Weare, 2000). Orbach (1998) argued that emotional development has been seen as unnecessary, as an extra that is just too hard to fit in given the constraints of National Curriculum, or as already existing in Circle Time (Moseley, 1996) or in Personal and Social Development classes. Weare (2000) emphasised that it is vital that those who seek to promote high academic standards and those who seek to promote mental, emotional and social health realize that they share the same goals. Alderman and Taylor (2000) suggested that if schools focus solely on academic instruction and school management in their efforts to help students attain academic success, they will likely fall short of their goals. They argued that addressing students' social and emotional development is an integral and necessary aspect to helping all students succeed. Recent Government guidance (DoH and DCSF, 2009) directed local authorities and Primary Care Trusts to work in partnership to commission a full range of early intervention support services which could be delivered in universal settings and through targeted services, for children experiencing mental health problems. The document sets out a comprehensive plan of provision and possible delivery vehicles at both universal and targeted levels. Children's Trusts are viewed as having good partnership working and a good overview of the range of services available to support psychological well-being and mental health.

2.4 Relationship between staff capacity to meet children's emotional needs and training

2.4.i Training of school staff

Government guidance for local authorities and Primary Care Trusts commissioners of early intervention support services aimed at improving the psychological wellbeing of children and young people (DoH and DCSF, 2009) states that it is important to recognise that it is often staff with the least experience of mental health issues who spend the most time with the most vulnerable children. It suggests that developing the capacity, skills and confidence of these staff can be key to promoting the psychological wellbeing and mental health of vulnerable children and young people.

2.4.ii Effectiveness of training

Even though staff may have attended a training course or worked closely with support teams it does not guarantee that, at the end of the course, they will deliver the programme in the same way, or will be more skilled or feel more confident in their ability to meet children's emotional needs, particularly those children who present as having early mental health difficulties. For example, a specific social and emotional learning intervention, the Resolving Conflict Creatively Program (RCCP), which was reported as being one of the oldest and largest school-based conflict resolution programmes in the United States, was evaluated in a large-scale research project by Brown, Roderick, Lantieri and Aber in 2004. The use of this programme spread because of the practitioners' convictions of its value and the schools' perception of their need for such a programme. Brown *et al.* (2004) reported that the RCCP had trained approximately 6,000 teachers since 1985. A large-scale, short-term longitudinal, quasi-experimental evaluation was conducted involving over 350

teachers and 11,000 children in grades 1–6, enrolled in 15 elementary schools across four school districts in New York City. In order to deliver RCCP, teachers were trained to deliver the programme by attending a 25-hour course to introduce teachers to the concepts and skills in social and emotional learning, with a focus on conflict resolution and diversity education, and on the RCCP's interactive approach to teaching these skills to children. In addition, regular classroom coaching was delivered by staff developers (generally 10 visits throughout the school year). Regular delivery of the programme to students was designed to mean at least one lesson from the RCCP curriculum took place each week. The length of the lesson varied from 20 minutes to 1 hour, depending on the age of the pupils. Teachers were also encouraged to integrate the ideas and skills of social and emotional learning into other areas of the curriculum, throughout the school day.

The extent of classroom implementation varied greatly from school to school and from classroom to classroom (Brown *et al.*, 2004). Overall, when children were not controlled for their demographic characteristics or their exposure to RCCP intervention, the researchers found three patterns of growth in children's social and emotional competencies from ages 6 to 12.5: (a) increasing rates of growth, or acceleration, for outcomes such as hostile attribution bias, aggressive interpersonal negotiation strategies, and teacher-reported prosocial behaviour; (b) steady rates of growth, or linear increases, for outcomes such as conduct problems; (c) decreasing rates of growth, or deceleration, for outcomes such as competent interpersonal negotiation strategies, depressive symptoms, aggressive fantasies, and teacher-reported aggressive behaviour (Aber, Jones, Brown and Jones, 2003). One of the strengths of Brown *et al.*'s (2004) evaluation was that it attempted to take into account differences in how the RCCP was delivered. Over two years' data on the

two core components of RCCP were recorded, namely the amount of staff development a teacher received, and the number of lessons in RCCP a teacher taught to the children. The findings showed that children whose teachers provided substantial instruction in the RCCP curriculum developed more positively than peers who received less or no instruction.

The findings highlighted the challenges of running effective school-based programmes and demonstrated how implementation is dependant on teachers' attitudes and characteristics and on the commitment of school leadership. It was suggested that this has implications for education and health projects in that they need to consider how to enable schools to develop children's social and emotional skills and how to best help schools to enhance their ecology to promote emotional wellbeing. What the RCCP research team found was that, although RCCP staff developers made efforts to assist 'low lessons' teachers, they could not mitigate the overall negative impact that these teachers were having on children.

One of the criticisms of Brown *et al.*'s (2004) study was the lack of random control, as teachers decided whether to, and how much to, participate in the RCCP and so the observed effects might be due to teacher characteristics as well as frequency of lessons, or a combination of the two. The RCCP programme seems to be similar to the SEAL (DfES, 2005) programme presently being implemented in British schools, in that it provides age-appropriate interactive activities designed to develop pupils' understanding and skills in a wide range of topics related to social and emotional learning, including active listening, assertiveness, handling feelings, negotiation, mediation, celebrating differences, and countering bias. This study (Brown *et al.*, 2004) highlights the many factors that might influence the effective delivery of such a programme. A recent evaluation of SEAL

(Document Summary Service, 2010) has also revealed a range of barriers relating to the implementation of the programme. The SEAL evaluation concludes that successful social and emotional learning programmes have certain characteristics that SEAL lacks. These were: a high level of structure and consistency in programme delivery, careful monitoring so the programme is delivered as intended by the developers, and the underpinning of resources (both human and financial). This has impacted on the successfulness, or not, of the SEAL programme in the schools participating in the evaluation.

2.4.iii Mental health and emotional wellbeing partnership work

In an article about her research concerning empowering learning support assistants to enhance the emotional wellbeing of children in school Burton (2008) cites a North and East Devon School Nurse Innovation Project piloted using school nurses to work with children at risk of exclusion in the primary phase of education. The nurses worked with individual children and their families, as well as with whole classes, to promote emotional literacy. The nurses were trained in solution focused approaches (De Shazer, 1985) and interventions for anger management. This was positively evaluated by school staff, children and parents. The nurturing and approachable nature of the school nurses, their continuity of care, non-threatening stance, the offered confidentiality, their local knowledge, their ability to provide a link between home and school, and their link to other services were all seen as key features contributing to the success of the project (Buckland, Rose and Greaves, 2005; Kelly, Greaves, Buckland and Rose, 2005). Interestingly, some teachers felt that there was too high an expectation of their role in supporting interventions. Even though this project was clearly successful it does not appear to have built capacity in the school, and therefore left the possibility that when the project ended there would a

perceived gap in support for children at the risk of exclusion. It also seems clear from the example described above that if the partnership is not seen as ‘participatory’, and if there is no way of increasing the capacity in the school to meet needs this kind of intervention, though positively evaluated, may be ultimately short-lived and reliant on outside agency support to be effective.

2.4.iv Partnership work with teaching assistants

One attempt to build sustained capacity in schools was through an Emotional Literacy Support Assistant (ELSA) training course. The pilot phase of this training programme had been positively evaluated (Burton and Shotton, 2004) and in 2008 Burton evaluated the next phase of the initiative. In this phase the programme of training was delivered to school-based staff over 5 days, 2–3 weeks apart, over the course of a term. This was followed by regular (half-termly) group supervision sessions facilitated by an educational psychologist. Data about the impact of the training were collected through sets of questionnaires sent to ELSAs, line managers of ELSAs (head teachers or Special Educational Needs Coordinators), pupils and teachers of the 22 schools involved with the training programme. The research design was useful in that it captured different stakeholders’ reflection about the training intervention, but limited in that it used only one method of data collection. Questionnaires can be interpreted in different ways and it is not possible to ask the stakeholders to clarify their answer, as would be the case in a semi-structured interview.

Completed questionnaires were returned by 13 ELSAs, 58 pupils (10 of whom were at secondary school) and 14 line managers. Teacher questionnaires were also completed for

about 54 pupils, seven of whom were at secondary school. The reported feedback indicated that ELSAs felt empowered by the training and supervision and that they felt more valued in schools. Their line managers were very positive about the staff development of the ELSAs and their impact on the pupils they had worked with. All but one of the 54 pupils' teachers felt the ELSA input had been beneficial. For 44 out of the 47 primary pupils, the teachers' responses indicated that progress had been made in relation to the targets identified prior to ELSA involvement. This initiative, like the Treasure Project, had intentionally built capacity in the school staff to support children's mental health and emotional wellbeing needs. Comments from line managers of ELSAs indicate that they value the increased ability, skill level and confidence of their support assistants. This contrasts with the school nurses intervention (Buckland *et al.*, 2005; Kelly *et al.*, 2005) in that the targeted work is likely to continue even if the on-going supervision from educational psychologists is discontinued. Burton's (2008) research seems to be fairly robust in that it gathers views from a wide variety of sources. However, feedback from only 13 ELSAs is quite a small sample; respondents may have wished to be positive on the questionnaire as being negative may have had consequences for their employment; similarly the head teachers may not have wished to criticise the project and lose the supervision support provided. Teachers may also have been reluctant to lose the support of the ELSA with difficult pupils. However, even with these potential validity issues it does seem as though the ELSA initiative was effective at building capacity in the school.

2.5 Conclusion

This review of the literature around the three main areas of interest of the evaluative study is organised into three sections on mental health and emotional wellbeing; partnership working in the area of mental health and emotional wellbeing promotion; and the relationship between capacity to meet children's emotional needs and training. The literature indicated that mental health and emotional wellbeing could be enhanced by decreasing organic factors, stress and exploitation and increasing coping skills, self-esteem and social support (Albee and Ryan Finn, 1993; MacDonald and O'Hara, 1998). The research also suggested that a good school experience is a protective factor in resilience and that a positive school experience is important for children (Rutter, 1987; Garmezy, 1991; Gilligan, 1998, 1999, 2000, 2003, 2004; Benard, 1991; DfES, 2001). (A resilient child is defined by Gilligan (2000) as a child who bounces back after enduring adversity and who continues to function reasonably well despite continued exposure to risk.) There was also evidence to indicate that the most effective interventions were those aimed at multiple domains, changing institutions and environments as well as individuals (Rutter, 1987; Greenberg *et al.*, 2001; 1991; Gilligan, 2004; Ttofa, 2006; MHF, 2005). There was evidence to show that school-based prevention programmes were more effective if they were not just curriculum based and were long-term in nature (Weissberg *et al.*, 1991, Lister-Sharp *et al.*, 1991, Wells *et al.*, 2003, MHF, 2005).

Research indicated that partnership working in the area of mental health and emotional wellbeing promotion was effective when staff were given clear guidance and support (Wiener and Rodwell, 2006; Petit, 2003). Contextual knowledge, the ability to offer good continuity of care and accessibility and to act as a trusted link between home and school

were also factors leading to effective partnership working (Buckland *et al.*, 2005; Kelly *et al.*, 2005). The ability to engage children and families was also a key factor in effectiveness (Panayiotopoulos and Kerfoot, 2004). Finally, research evidence shows that the capacity of staff to meet children's emotional needs was enhanced through training (Brown *et al.*, 2004; Burton and Shotton, 2004; Burton, 2008; Buckland *et al.*, 2005; Kelly *et al.*, 2005).

All the above research evidence is a useful starting point to developing knowledge about effective practice in the area of promoting the mental health and emotional wellbeing of children. It is not sufficient to know something is effective, however; what is needed is to know what works under which set of circumstances. The following chapter goes on to explain how the knowledge already gained from the literature review was organised into possible factors that may account for the successful outcomes, and how this was used to guide the next stage of the research: to check for the operation of these factors in the Treasure Project through a two phase, multi-method data collection.

CHAPTER 3

RESEARCH AIMS, METHODOLOGY, DESIGN AND PROCEDURES

3.1 Introduction

This chapter opens with an exploration of the Research Questions guiding this study, which leads into a comparative review of different research paradigms in order to explain the decision to place the study within scientific realism and to use Realistic Evaluation (Pawson and Tilley, 1997) as the research methodology. Realistic Evaluation is then applied to the evaluation of the Treasure Project. The derivation from the literature review of four main theories about effective mental health and emotional wellbeing promotion and partnership work is explained, along with the process of constructing a framework of hypotheses to check the operation of these theories with regard to the Treasure Project. The two-phase data collection used to check the hypotheses is described, along with the reasons why the particular data collection methods were chosen. Possible data collection methods for the two phases are discussed in this chapter and further details about the second phase can be found in Chapter 6. The general validity and reliability of the research design is considered, along with ethical issues. This chapter also prepares the ground for the discussion of the first phase of the findings in Chapter 4.

3.2 Research questions

The central research question for the study was:

‘What was effective about the approach of the Treasure Project to both the promotion of children’s mental health and emotional wellbeing and the

building of sustained, improved capacity in schools to meet children's future emotional needs?'

The researcher was specifically interested in key contextual elements and mechanisms of the Treasure Project's model of service delivery that were effective in promoting children's mental health and wellbeing. She was also interested in what it was about the project's participatory partnership and training model that may have enabled sustained capacity to be built in schools to meet children's future emotional needs.

The main research question was expanded in more depth under the following three subsidiary research questions:

- 1) 'What it was about the model of service delivery of the Treasure Project that was effective in promoting children's mental health and emotional wellbeing?'
- 2) 'What it was about the project's participatory partnership and service delivery model that enhanced its effectiveness?'
- 3) 'What it was about the participatory partnership and training model of the Treasure Project that enabled sustained capacity to be built in schools to meet children's future emotional needs?'

Figure 3.1, Figure 3.2 and Figure 3.3 illustrate some of the early expansions of the three subsidiary questions.

Figure 3.1: Research question 1 (initial thoughts)

Research Question 1: ‘What it was about the model of service delivery of the Treasure Project that was effective in promoting children’s mental health and emotional wellbeing?’

- What was it that was perceived as novel and/or effective about the service delivery model of the Treasure Project?
- What was key/helpful/effective in promoting children’s mental health and emotional wellbeing?
- What impact, if any, did working with an ecological, multi-level model of mental health and emotional wellbeing have on the school ecology?
- How did the staff use this ecological, multi-level model to reflect about their school environment, their practice or current role?
- What impact did being involved with the Treasure Project have on the way staff interacted/supported/taught children?
- What was the most effective part of the Treasure Project?
- What was the least effective part of the Treasure Project?
- What percentage of children progressed well as a result of participating in the interventions (in both the short term and the long term)?
- What skills do the children believe they have gained from participating in the groups?
- How have the children progressed in school? What do their current teachers notice about these children? Are these children different from the other children in the year group?
- What do parents think about the Treasure Project and its impact with regard to their children or the school in general?

Figure 3.2: Research question 2 (initial thoughts)

Research Question 2: ‘What it was about the project’s participatory partnership and service delivery model that enhanced its effectiveness?’

- Has the thinking of school staff about the promotion of mental health and emotional well-being within the school environment moved to a broader, more ecological understanding as a result of being actively involved with the Treasure Project?
- What are the thoughts of the school staff at about their partnership/contact with the project team?
- Has the partnership work shaped their approach to their practice?
- What are their reflections on the project team’s work in their school and their theories about the effective elements of that partnership?
- What the children’s views about the project being connected with their school?
- What impact has the project had on their school?
- What are the parents’ views about the project’s connection with the school and the impact of the work of the project team?
- What are the Area Project Coordinators’ thoughts about the participatory partnership/ support work/training in the school?
- What are their general reflections on the impact of their work with children/ families/schools?
- What are the theories about effective partnership with schools and factors that influenced the engagement of schools with the project, or not?

Figure 3.3: Research question 3 (initial thoughts)

Research Question 3: ‘What it was about the participatory partnership and training model of the Treasure Project that enabled capacity to be built in schools to meet children’s future emotional needs?’

- Have trained staff continued to use the approach or skill they were trained in? What was it about the approach that appealed to that school staff member and how has it enhanced their practice?
- What was it about the training that built their confidence/skill in using the approach?
- Was there anything about the training or partnership work that did not help to build capacity?
- Has anything changed for them in terms of their professional practice or position in the school as a result of their training? How confident are school staff in their ability to meet children’s emotional need and has this changed since their involvement with the project has ended?
- Did they disseminate their skills or knowledge to the staff at their school? How did they do this?
- What do they think has been the impact of their enhanced confidence/skills on the children they have supported or work with?
- What were the features of those programmes or approaches that enabled them to continue to support children’s mental health and emotional wellbeing within the school environment?
- Are there any differences between the various interventions offered? Were the interventions facilitated by external professionals more effective than those facilitated by school staff? Were there any differences in outcomes?

The expansion of the three subsidiary Research Questions shows that evaluation of the Treasure Project will require a research paradigm and methodology that accommodates the gathering and analysis of mainly qualitative data from a real life context. The following sections discuss the different research paradigms and methodologies that are potentially capable of addressing the Research Questions, together with the reasons behind the choice of Realistic Evaluation for the Treasure Project evaluation.

3.3 Consideration of research paradigms

The researcher viewed the evaluation of the Treasure Project as a ‘real world enquiry’ as characterised by Robson (2002), in that the focus of the research would not be an experiment in a laboratory, but the evaluation of a real life social intervention programme. The fundamental problem for the researcher was to how to retain a scientific approach within a real world context. When considering how to evaluate the effectiveness of the Treasure Project the researcher first needed to consider different epistemological and ontological perspectives and decide on an appropriate research paradigm and methodology.

3.3.i Positivism

A traditional positivist research paradigm would assume that a constant relationship exists between events (Robson, 2002). If conditions could be controlled well enough it would be possible to discover ‘scientific laws’ which could then be considered as universal truths, or generalisations, to determine future practice (for example, in the context of mental health interventions). Robson (2002) suggests that when people are the focus of a study, particularly when research is taking place in a social, real world context, true ‘constant conjunction’ is so rare as to be virtually non-existent. Over the three years of the project

many different elements changed within the idiosyncratic school contexts and using a positivist view of causation would have been highly complex, if not impossible, to use as a valid base for evaluation/research design. In addition, a positivist, scientific research paradigm tends to lead to a fixed research design which is experimental, or quasi-experimental, in nature. This would have been a difficult methodology to use to evaluate the Treasure Project because there would have been a multitude of external and internal variables to control. Any attempts to control or isolate variables would have been continually undermined as school staff changed, new interventions were undertaken or new strategies were put in place.

3.3.ii Relativism

A relativist approach, such as constructivism, views the world as being construed as opposed to there being a reality existing outside people's interpretations. Within this approach researchers strive to understand social reality as others see it and to demonstrate how their views shaped the action they took within that reality (Beck, 1979). They attempt to make sense of the social world by sharing frames of reference and by seeking to gain insight into it through the direct experience of people in specific contexts. The ontological bedrock of relativism is that there are many alternative or complementary understandings of reality reflecting the backgrounds and interests of those involved, including the researcher, and the way individuals construct their own particular subjective view of a situation is taken into account. The assumption, within this paradigm, is that people are not subjects who are part of an observed scientific experiment, but are participants with valuable contributions to enrich and influence the enquiry (Burrell and Morgan, 1979). Heron (1988) argued that traditional, scientific research methods are inappropriate when

studying people because they do not take into account the self-determination of their 'subjects'. He also argues that the researcher's involvement with their subjects also needs to be acknowledged and that without this acknowledgement of the researcher's influence Heron thinks there is a:

'yawning gap of untested relevance between the researchers' constructs and the subjects' experience which the constructs are supposed to illumine'
(Heron, 1988, p.26).

To place research within this paradigm would not mean rejecting the need for rigour (Cohen, Manion and Morrison, 2000). There is the same concern to describe and explain human behaviour, but in a way that tries to ensure that the research process does justice to the experience of all those participating in the research process (McLeod, 2001). It is a humanist approach to research that recognises the

'nature of the interaction, the dynamic activities taking place between persons' (Cohen and Manion, 1994, p.35).

The findings of any evaluation conducted within a relativistic approach to research, such as constructivism, could not be reliably used to influence practice in another context or set of circumstances because they would be unique to that context and those circumstances. If the evaluation of the Treasure Project was placed within such a research paradigm the findings might be very interesting, but not necessarily useful to other practitioners working in other mental health promotion contexts.

3.3.iii Scientific realism

The researcher wished to find a middle ground between these two contrasting research philosophies. She wanted a research paradigm where evaluation was seen as a task which seeks to have a scientific methodology, but which also seeks to be realistic and take into account the thoughts and actions of people within the context. Robson (2002) calls this

stance ‘critical realism’, but it is also named ‘scientific realism’ by Pawson and Tilley (1997), who write that scientific realism seeks to combine scientific measurement within a sociological view of data construction. Within this paradigm, they suggest, evaluation is not viewed as seeking to demonstrate a constant conjunction, as characteristic of a positivist approach, whereby programme X produces outcome Y in all circumstances of implementation. Instead, change generated by social interventions is viewed ‘internally’, and evaluation seeks to ‘release’ the underlying causal powers of individuals and communities. Pawson and Tilley (1997) called their method of evaluation within the scientific realism paradigm, ‘Realistic Evaluation’. The epistemological bedrock of Realistic Evaluation is a theory of causal explanations based on generative principles which supposes that ‘regularities’ in the patterning of social activities are brought about by the underlying mechanism constituted by people’s reasoning and the resources they are able to summon in a particular context. They illustrated this relationship through a basic realist explanatory formula:

$$\text{regularity} = \text{mechanism} + \text{context} \text{ (Pawson and Tilley, 1997, p.56).}$$

Realistic Evaluation acknowledges the influence of people on programmes and interventions because social programmes involve the interplay of individual and institution, and of structure and agency (Pawson and Tilley, 1997). All social interactions are viewed as creating interdependencies which develop into real-world customs and practices, often quite independent of how people would wish them to be. These emergent processes, Pawson and Tilley (1997) suggest, are the realities which social programmes seek to change. They emphasise a more extensive role for ‘theory’ and assert that

‘scientific realism’ is where scientific evaluation is carried out in order to inform the thinking of policy makers and practitioners.

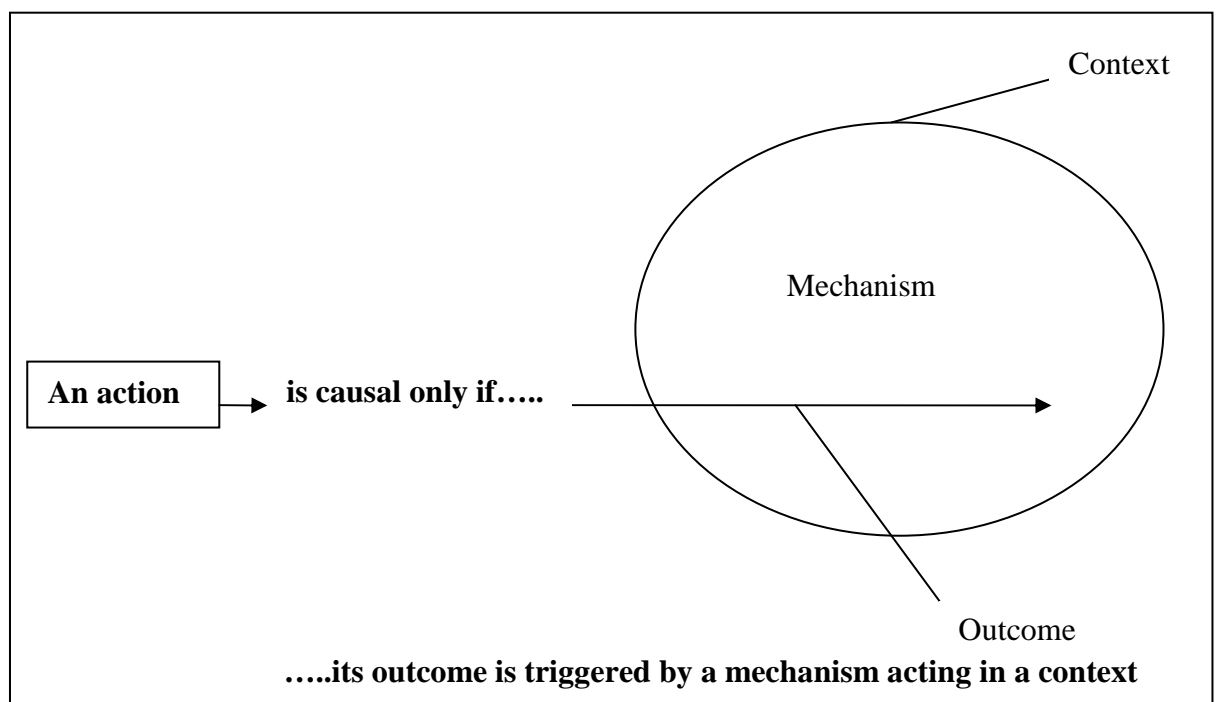
3.3.iv Causal assumptions within research paradigms

Realistic Evaluation tries to perfect a particular method of evaluation that identifies in programmes of interventions what will work in programmes of interventions for a specific class of project in well-described circumstances. This approach may be contrasted with experimental approaches to evaluation. These rely on the traditional use of control and experimental groups in order to compare outcomes and then to predict from this knowledge the impact of a particular programme or approach. The experimental research design is based on an assumption about causality, in that the programme is assumed to have been the only factor that made the difference for the participants in the experimental group (Timmins and Miller, 2007). *‘Any difference in behavioural outcomes between the groups is thus accounted for in terms of the action of the treatment’* (Pawson and Tilley, 1997, p.33). Pawson and Tilley assert that the O-X-O experimental design framework tends to overlook the real engine for change in social programmes, this being the process of differently-resourced subjects making constrained choices amongst the range of opportunities provided. They talk in terms of illuminating the ‘black box’ of the intervention through interviewing key stakeholders in order to understand the circumstances, actions or thoughts that relate to the acknowledged outcomes.

A contrast to the assumption about causation underlying the O-X-O experimental design is that underlying Realistic Evaluation research. This type of evaluation uses a model of causation called generative causation. Pawson and Tilley (1997) explain generative

causation by giving the example of a flame being applied to gunpowder. Conditions need to be right for an explosion to happen: the mixture needs to be dry, there needs to be enough powder, it needs to be adequately compacted, there needs to be oxygen present, the heat needs to be applied for a certain length of time, and so on. They suggest that the outcome (the spark causing the explosion) can be explained firstly through the mechanism (the chemical composition of the substance which allows the reaction), and secondly through the context (the physical conditions which allow the mechanism to come into operation). In their view ‘*causal outcomes follow from mechanisms acting in contexts*’ (Pawson and Tilley, 1997, p.58); this is the axiomatic base upon which all realist explanation builds. The process is represented diagrammatically in Figure 3.4:

Figure 3.4: Generative causation



(Pawson and Tilley, 1997, p.58)

The success of any innovation or programme will depend on a range of factors, including the relationships between the people involved and the characteristics of the setting in which it is implemented (Timmins and Miller, 2007). In Realistic Evaluation a programme, and the factors that go together to make it up, are conceptualized in terms of contexts, mechanisms and outcomes, as in Figure 3.4. Contexts are the settings within which programmes are placed, or factors outside the control of programme designers (for example, people's motivation, organisational contexts or structures), and mechanisms are the things people working within the programme do or manipulate to produce the desired outcomes (Timmins and Miller, 2007). An example of programme evaluation which relates well to the gunpowder example of generative causation (Figure 3.4) is that of Shucksmith, Spratt and Watson's (2005) review of curriculum materials in their report to Scottish Executive Education Department Pupil Support and Inclusion Division. This evaluation revealed that the level of commitment with which a programme was implemented clearly impacted on the level of success achieved. None of the sets of curriculum materials improved mental wellbeing for all (or even a few) without the school having some real commitment to the task. In this example, different contextual circumstances (the commitment of head teacher, the motivation of teachers, and/or the amount of time allocated for it in the timetable) meant that the same mechanism (in this case, curriculum material) did not always result in the intended outcome (an improvement in the mental wellbeing of children).

The choice of Realistic Evaluation as a theoretical framework for the Treasure Project evaluation enabled the researcher to take account of the many combinations of contextual factors, key mechanisms of change and resulting outcomes. The project did not need to be

viewed as the '*common blunt instrument*' (Timmins and Miller, 2007, p.9) or '*magic bullet*' (Shucksmith *et al.*, 2005) that made the difference in working practice. The exploration through the framework of Realistic Evaluation of the different combinations of contexts, mechanisms and outcomes was seen as giving a robustness to the evaluative study that may not have been there had an O-X-O research design been chosen. Realistic Evaluation was viewed as allowing a deeper exploration of the Treasure Project with no suggestion that the programme that needed to be replicated exactly in order to use the knowledge gained from the study to improve future practice. The use of Realistic Evaluation would hopefully lead to the production of a guiding framework of theories around the effective promotion of mental health and emotional wellbeing within a school environment that practitioners can consider when developing future innovations. Pawson and Tilley (1997) suggested that if people are provided with resources, their behaviour may change. Therefore, it is important for any evaluation to identify the particular resources and approaches embodied in a programme that are catalysts for producing the desired outcomes (Timmins and Miller, 2007) as opposed to regarding the programme itself as a 'black box', and the only determining factor. Friedli (2003), writing on evidence-based mental health promotion, considered Realistic Evaluation to be a valuable framework for thinking in new and creative ways. She suggested that rather than asking if a particular intervention 'worked' there was a need to identify what it actually did to change thoughts, feelings or behaviours, and which circumstances or contexts are, or are not, conducive to that process. She thought it was important to focus on how interventions achieve these changes in different contexts for different target groups.

3.4 Realistic Evaluation Methodology: Contexts, Mechanisms and Outcomes

As already stated, causation in the realist social world is construed within the following basic formula:

$$\text{CONTEXT} + \text{MECHANISM} = \text{OUTCOME}$$

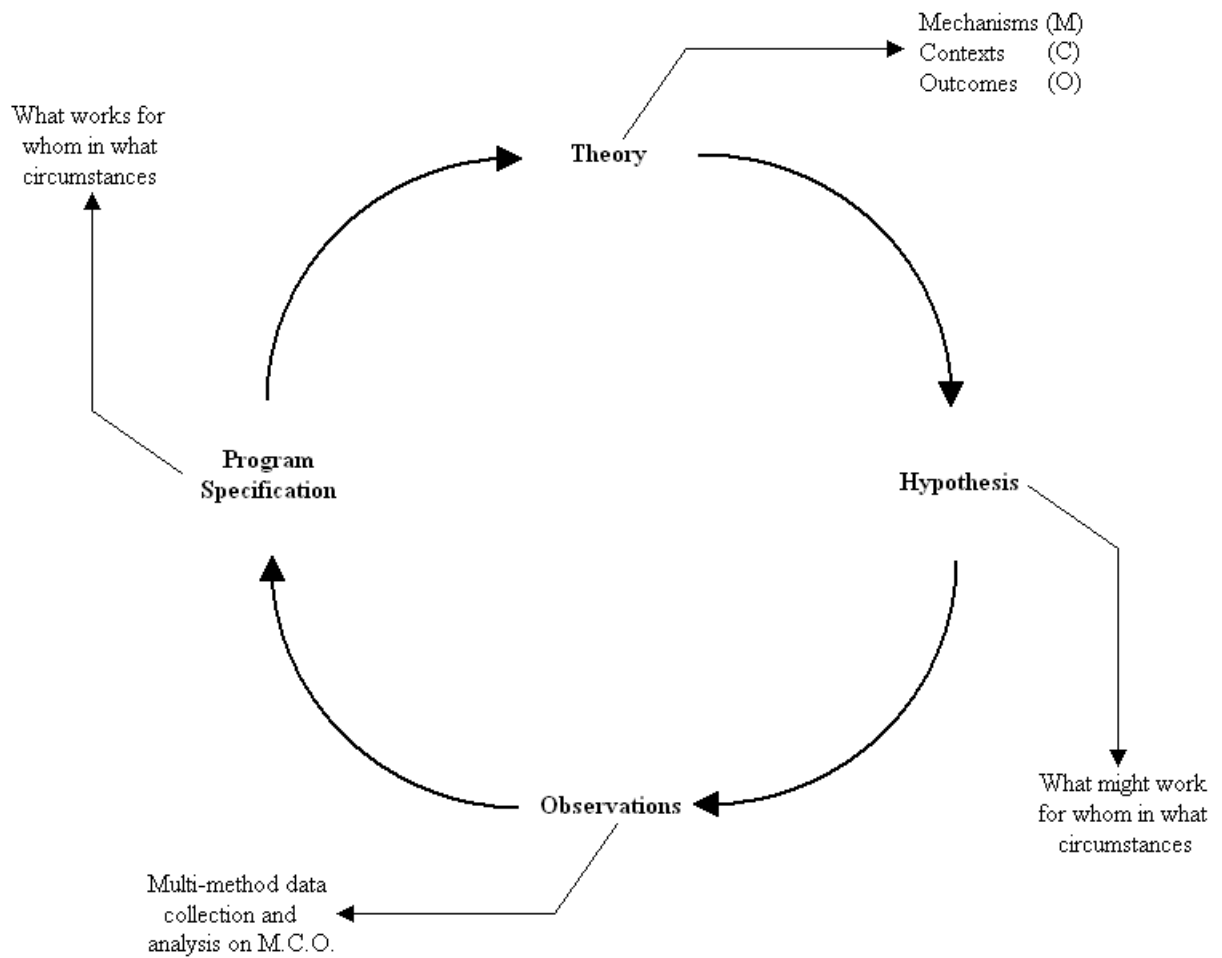
‘Context’ refers to the contingent relationship between causal mechanisms and their effects; for example, the organisational ethos or structure within which the programme is situated. ‘Mechanism’ refers to the programme itself, and the elements that are introduced within it, to achieve the desired outcomes. The task is to determine which contexts enhanced or suppressed which mechanisms, leading to desired or undesired outcomes (Timmins and Miller, 2007). In this way, Realistic Evaluation attempts to understand the inner workings of a programme through surfacing the internal potential of a system or substance being activated in the right conditions. The Treasure Project was a complex programme with a multi-faceted, multi-layered ecological developmental approach to mental health and emotional wellbeing promotion through school-based partnership work. Any or all the participants or stakeholders could hold the key to why certain mechanisms were more successful than others within the programme. Figure 3.5 shows how the effective functioning of the Treasure Project might be represented:

Figure 3.5: Treasure Project represented as an effective mechanism

Context	+	Mechanism	=	Outcome
Something about Schools	+	Something about the Treasure Project	=	Enhanced children’s mental health and emotional wellbeing

Rather than striving to establish a causal link between the programmes and the outcomes through a traditional ‘successionist’ conception of causality as in meta-analysis of previous research or from a ‘configuration’ approach to causality as in narrative review, Pawson (2003) suggests that there should be a more ‘generative approach’ to causation, which looks for the underlying reasons or resources that generate change for the subjects being studied. He calls this ‘realist synthesis’ and this is where the researcher interrogates the data to look for ‘what works for whom in what circumstances’. This enables a tailored transferable theory to be constructed from the evidence available. These theories are framed in abstract terms and are concerned with the identification and explanation of regularities. Specific hypotheses are then derived from the theories, which state where and when regularities should be found. Hypotheses are tested through observations conducted through multi-method data collection. These observations inform generalisations which may or may not conform to those expected from a theory. If they do not, this suggests either that there was some critical weakness in the research design intended to test the theory, or that the theory itself is in need of revision (Pawson and Tilley, 1997). The realist evaluation cycle is illustrated in Figure 3.6.

Figure 3.6: The Realist Evaluation Cycle



(Pawson and Tilley, 1997, p.85)

3.5 Realistic Evaluation: Programme Theory and Programme Specification

Timmins and Miller (2007) recommended that ‘realistic evaluators’ begin the design process for a particular evaluation by examining the research literature in the programme domain and deriving Programme Theories from it. A ‘Programme Theory’ is defined within this thesis as ‘*an abstract statement that explains a “regularity” extracted from current knowledge about the programme that is framed*

in terms of propositions about how Mechanisms are fired in Contexts to produce Outcomes' (Pawson and Tilley, 1997, p.85). Programme Theories guide the construction of a more detailed set of CMO configurations, called the Programme Specification, which relate to the detail of the programme in action and are thought likely to result in effective outcomes. For the first evaluation of a new programme an initial Programme Specification can be formulated from the Programme Theories. Both will be refined following implementation of the programmes and testing of the hypotheses generated by this framework. This process then leads to a better understanding of how, and under what circumstances the programme works, and can thus be used to inform future implementation.

3.6 Developing Programme Theories from the Literature Review

3.6.i Identifying Contexts, Mechanisms and Outcomes

Timmins and Miller (2007), after Pawson and Tilley (1997), have suggested that the Programme Specification, derived from Programme Theories, should map the programme in terms of assumed CMO configurations, and Specimen Hypotheses can then be developed from the Programme Specification. These Specimen Hypotheses are tested through 'observations' or the collection of data about the functioning and impact of the programme. The analysis of this information then is used to inform any necessary revisions to the initial Programme Specification and the evaluation cycle begins again with the implementation of a revised programme, based on any necessary adjustments to Programme Theory and Programme Specification.

The researcher began this process for the current research by considering CMO configurations indicated by the literature review about the promotion of the mental health and emotional wellbeing of children. Deciding whether an influential factor could be described as a context or a mechanism was found to be a complicated task. For example, Greenberg *et al.* (2001) suggested that the school ecology should be the central focus of interventions promoting mental health and preventing mental distress in school-aged children. In this case, the school ecology could be regarded as a context, but it could also be regarded as a mechanism because the school ecology itself might be the promoter of mental health and emotional wellbeing. In their paper about Realistic Evaluation, Timmins and Miller (2007) reported that it was often difficult to distinguish between contexts (Cs) and mechanisms (Ms) from the way authors present their research. The complexity of the issue is illustrated by looking at the Government Guidance Paper, 'Promoting Children's Mental Health within Early Years and School Settings' (DfES, 2001). This guidance asserted that schools (Cs) can promote all children's mental health, and intervene effectively (Ms) with those children experiencing problems (C). This paper also encouraged schools to work in partnership with more specialist agencies (Ms and Cs), and suggested that schools (Cs) may be better placed to support and maintain progress (Ms) achieved by children with mental health problems, than may contact with a health professional seen solely for specific problems and for the duration of that problem (M and C). A specific example of this would be the previously-discussed multi-agency intervention which focused on children at risk of developing more serious mental health difficulties (Panayiotopoulos and Kerfoot, 2004). To map this intervention in terms of Realistic Evaluation, the 'Home and School Support Project' itself would be the key mechanism. An outcome for the engaged pupils would be a significant reduction in the

number of excluded days and the appearance of mental health symptoms, whereas an outcome for the non-engaged pupils would be no significant difference between their behaviour and that of the non-intervention group. The engagement of the pupils with the programme could be regarded as an outcome, or as a context within which the programme (mechanism) had to operate. To develop this work further, it would seem important to examine all the specific different mechanisms that might have influenced the engagement of the pupils as well as the 'Home and School Support Project' programme.

It would be useful to analyse Panayiotopoulos and Kerfoot's (2004) research in terms of CMO configurations relating to the Treasure Project. The features of the partnership work with the school staff (M or C) could be examined, which was noted as taking forward their professional development in terms of increased knowledge about childhood disturbance (O). For example, consultation with school staff (M) was believed to influence the way in which teachers looked at problem behaviour and responded to it (O). The categorising of the elements of research discussed in the review of the literature as Cs, Ms or Os presented difficulties for the researcher trying to build Programme Theories for the initial Programme Specification and therefore any CMO configurations can only be regarded as the 'best guess'.

In reviewing the literature in the preceding chapter the researcher made use of both systematic reviews and narrative reviews. Systematic reviews have the advantage of drawing in a large number of studies which are meta-analysed in order to look for reliable measures of the impact and outcomes of different types of programmes. One of the disadvantages of meta-evaluations is that they tend to only include original studies that

meet predetermined criteria, for example, the research design must have matched untreated control and treated group, or a post-treatment follow up with a control group (Pawson and Tilley, 1997). In this way the selective, filtering action of the meta-analysis may have precluded important findings from smaller studies or studies that do not fit into the specific framework of robustness that decides whether a study is to be included. To balance this, the researcher has also used information from narrative reviews (Pawson, 2003) of large groups of studies. This enabled some of the useful information contained in non-traditional studies about ‘evidence-based’ practice to be taken into account in the Programme Theories forming the initial Programme Specification.

3.6.ii Organisation of CMO configurations with regard to the research questions

The literature reviewed by the researcher prior to undertaking the evaluation was organised according to the three main research areas defined in the literature review: mental health and emotional wellbeing (section 2.2); partnership working in the area of mental health and emotional wellbeing promotion (section 2.3); and the relationship between the capacity of staff to meet children’s emotional needs and training (section 2.4). Table 3.1 shows how these research literature review areas relate to the three main research questions being considered:

Table 3.1: Research areas relationship to research questions

Research Question	Research Literature in the Area of:
Research Question 1: What it was about the model of service delivery of the Treasure Project that was effective in promoting children's mental health and emotional wellbeing?	Table 3.2 Mental Health and Emotional Wellbeing
Research Question 2: What it was about the project's participatory partnership and service delivery model that enhanced its effectiveness?	Table 3.3 Partnership Work in Area of Mental Health and Emotional Wellbeing Promotion
Research Question 3: What it was about the participatory partnership and training model of the Treasure Project that enabled capacity to be built in schools to meet children's future emotional needs?	Table 3.4 Relationship of Staff's Capacity to Meet Children's Emotional Needs and Training

The researcher scrutinised the studies in the Literature Review in an attempt to identify mechanisms and contexts that were effective in promoting the mental health and emotional wellbeing of children. She then organised the identified mechanisms and outcomes into three groups, which are shown in Tables 3.2, 3.3 and 3.4. The literature review (Chapter 2) has already discussed the strength of data and the validity of the research designs that were used as a basis to formulate the information about the mechanisms and outcomes contained in these tables. The difficulty of identifying contexts, mechanisms and outcomes has already been discussed, in addition to this, some of the conclusions about CMO configurations might be based on relatively weak research evidence. The researcher recognised the issues arising from the interpretation of previous research evidence, but decided that the evidence was good enough to be included in provisional frameworks in order to attempt to describe effective CMO configurations in the three research areas.

Table 3.2: Effective promotion of mental health and emotional wellbeing

Research	General Findings
Albee and Ryan Finn (1993) MacDonald and O'Hara (1998)	Meta-analysis of interventions shown to be effective in reducing mental illness (O). Formula suggested that mental illness could be prevented by: decreasing organic factors, stress and exploitation (C) and increasing coping skills, self-esteem and social support. (Ms)
Rutter (1987) Garmezy (1991) Gilligan (1998, 1999, 2000, 2003, 2004) Benard (1991) DfES (2001)	A good school experience (C and M) is a protective factor in resilience (O). Positive school experience (C and M) is important for all children because it enables them to develop a sense of achievement, learn new skills, develop friendships and have relationships with significant adults. (O)
Rutter (1987), Greenberg, <i>et al.</i> (2001), Gilligan (2004), Ttofa (2006) Choosing Mental Health (MHF, 2005)	Substantive review of effective primary preventative interventions concluded the most effective interventions (M) were those aimed at multiple domains, changing institutions and environments as well as individuals (C and M). Multi-faceted, multi-level approaches (C and M) are the most effective (O).
Weissberg <i>et al.</i> (1989) Weissberg <i>et al.</i> (1991)	Reviewed successful family-, school-, and community-based prevention efforts (M) aimed at reducing the incidence and severity of psycho-social problems in children (O); concluded there was strong enough evidence to indicate that effectively implemented prevention programmes (M) can promote competence in young children (O) and produce competence-enhancing environments (O).
Lister-Sharp <i>et al.</i> (1999) Wells <i>et al.</i> (2003) Choosing Mental Health (MHF, 2005)	School health promotion initiatives (Ms) that make changes to the school's environment (O and C and M) , involve parents/wider community (M and C), provides more effective framework (O) within which to promote mental health (C) than those that use a curriculum-based approach only (M and C and O) .
Wells, <i>et al.</i> (2003)	Long-term interventions aiming to promote positive mental health (M) and involve changes to the school climate (O and M and C) more likely to be successful (O) than brief class-based mental illness prevention programmes (M and C and O).

Table 3.3: Partnership work in area of mental health and emotional wellbeing promotion

Research	General Findings
Wiener and Rodwell (2006)	Evaluated CAMHS Tier 2 provision (M) in primary care for general practice supporting GPs, school nurses and health visitors in their work with children's and families' mental health issues (C). Service was well used and appreciated by school nurses (O). Referrals to Tier 3 increased (O) so an assessment/triage clinic had to be set up. Tier 2 staff felt supported (O) through consultation-liaison model (M).
Pettit (2003)	Extensive research into effective joint working between CAMHS and Schools (O). Resulting report recommended schools (C) are given clear advice, guidance and support from both health and EPS about promotion of children's mental health within school settings (M).
Buckland <i>et al.</i> (2005) Kelly <i>et al.</i> (2005)	Evaluation of Devon School Nurse Innovation Project where school nurses worked with primary children at risk of exclusion (C and M) showed that the school nurses' local, contextual knowledge, their ability to offer good continuity of care and accessibility and to act as a trusted link between home and school were all seen as key features (M) contributing to the success of the project (O).
Panayiotopoulos and Kerfoot (2004)	Randomised Controlled Trial of multi-agency intervention, the Home and School Support Project (M) focused on children at risk of exclusion. When non-compliance cases were removed (C) from the analysis the intervention group had a significantly reduced number of exclusion days and the appearance of mental health symptoms (O). The programme (M) was also noted as providing support for school staff (O) and increased their knowledge about childhood disturbance (O).

Table 3.4: Relationship of staff's capacity to meet children's emotional needs and training

Research	General Findings
Brown <i>et al.</i> (2004)	Evaluation of a social and emotional learning intervention the Resolving Conflict Creatively Program (RCCP) (M) found that the extent of classroom implementation varied greatly from school to school and from classroom to classroom (C). Findings showed that children whose teachers provided substantial instruction in RCCP curriculum (M and C) developed more positively (O) than peers who received less or no instruction (M and O).
Burton (2008)	Evaluation of an emotional literacy support assistant (ELSA) training (M) showed that ELSAs felt empowered (O) by the training and supervision (M) and that they felt more valued (O) in schools (C). Their line managers were positive about staff development of the ELSAs (O) and their impact on the pupils they had worked with (O).
Buckland <i>et al.</i> (2005) Kelly <i>et al.</i> (2005)	Devon School Nurse Innovation Project pilot (C) trained school nurses in solution focused approaches (M) and was positively evaluated by school staff, children and parents (O).
Ohl <i>et al.</i> (2008)	Pre-post intervention design looking at impact of Pyramid Clubs (C) where trained volunteers (M) were used to deliver the programme and showed positive impact on children's socio-emotional health (O).

3.7 Developing Programme Theories from identified CMO configurations

Realistic Evaluation requires Programme Theories to be derived from knowledge available about the research domain: a process which helps to resolve a challenging issue in evaluation design: how to decide, from a multitude of stakeholders and programme participants, who to ask what about the workings of a programme (Pawson and Tilley, 1997, Timmins and Miller, 2007). These decisions can be made on the basis of the mechanisms and outcomes being researched and who is likely to be able to provide the most valid information on their occurrence and impact within a programme.

The literature review revealed key contexts and mechanisms likely to be associated with successful and effective partnership work in the area of mental health and emotional wellbeing promotion. This knowledge is summarised in Tables 3.2, 3.3 and 3.4. The findings are coded as contexts, mechanisms and outcomes (Cs, Ms, and Os). Decisions about codes were made using the information available as well as taking advantage of previous meta-analysts' trawls and interpretations of the results of original studies to construct more general CMO configurations. This information was then used to construct Programme Theories about effective partnership work with schools and effective interventions in the area of the promotion of mental health and the emotional wellbeing of children. Each Programme Theory, a summative sentence, is an attempt to capture a general overview of research evidence of effective CMO configurations in each of the three research areas. The four Programme Theories were not intended to be the only theories that might arise from the research findings, but have been chosen as key theories to explore in the evaluative study of the Treasure Project. They are displayed in Figure 3.7.

Figure 3.7: Programme Theories

Programme Theory 1 derived from CMO configurations in Table 3.2:

A project which is successful in promoting mental health and emotional wellbeing of children (O) is long-term, school-based (C), multi-faceted, multi-level (M) and works at changing the institution and environment (O), as well as individuals (O) so that those elements such as organic factors, stress and exploitation are decreased and children's coping skills, self-esteem and social supports are increased (O).

(From Table 3.2: Effective Promotion of Mental Health and Emotional Wellbeing)

Programme Theory 2 derived from CMO configurations in Table 3.3:

Effective partnership work (O) in the area of promoting mental health and emotional wellbeing of children (C) gives staff clear advice (M), guidance and support (M), increases their knowledge about childhood disturbance (O), is able to provide local, contextual knowledge (M), is able to offer good continuity of care and accessibility (M) and to act as a trusted link between home and school (M).

(From Table 3.3: Partnership Work in Area of Mental Health and Emotional Wellbeing Promotion)

Programme Theory 3 derived from CMO configurations in Table 3.4:

School staff and/or volunteers supporting vulnerable children (C) are better able to positively impact on their socio-emotional health (O) if they have participated in training (M), received supervision (M) and have followed through consistently with the approach they have been trained in (M) when working with children over a period of time (M).

(From Table 3.4: Relationship of Staff's Capacity to Meet Children's Emotional Needs and Training.)

Programme Theory 4 derived from CMO configurations in Table 3.4:

Vulnerable children's mental health and emotional wellbeing is enhanced (O) through the participation in evidence-based interventions (M) delivered by trained adults (C).

(From Table 3.4: Relationship of Staff's Capacity to Meet Children's Emotional Needs and Training)

3.8 Building the Programme Specification from Programme

Theories

The next stage in building a Programme Specification involved the researcher studying the four Programme Theories about effective CMO configurations, in order to derive a main hypothesis from each of them. The evidence of Contexts, Mechanisms and Outcomes related to each of the four main hypotheses can then be predicted; in the Treasure Project programme these might be associated either with the effective promotion of children's mental health and emotional wellbeing, or the effective building of capacity in schools to meet children's emotional needs. The predictions were developed from the researcher's knowledge and professional experience of the project (Shepherd *et al.*, 2006, 2007).

Programme Theory 1, for example, states:

'A project which is successful in promoting mental health and emotional wellbeing of children is long-term, school-based, multi-faceted, multi-level and works at changing the institution and environment, as well as individuals so that those elements such as organic factors, stress and exploitation are decreased and children's coping skills, self-esteem and social supports are increased.'

The main hypothesis about effective CMO configurations arising from this theory was:


'A project which is successful in promoting mental health and emotional wellbeing of children (O) is long-term, school-based (C), multi-faceted, multi-level (M) and works at changing the institution and environment (O) as well as individuals so that those elements such as organic factors, stress and exploitation are decreased and children's coping skills, self-esteem and social supports are increased (O).'


In this case, effective outcomes are viewed as: success in promoting the mental health and emotional wellbeing of children; success in changing an institution and environment so that elements such as organic factors, stress and exploitation are decreased; and thirdly, success in increasing children's coping skills, self-esteem and social supports. Effective mechanisms would be multi-faceted and multi-level interventions, and effective contexts would be that the project is school-based and also the long-term nature of the project. The researcher then tried to predict the kind of evidence that might be found in the observations of the Treasure Project that would show if any of the CMO configurations contained in the main hypothesis might be operating in the programme. One such predicted outcome showing *'success in promoting the mental health and emotional wellbeing of children'* might be that *'school staff report an increased understanding of how children's mental health and emotional wellbeing needs can be met in a school environment'*.



The predicted hypotheses were then placed within an initial Programme Specification framework (Pawson and Tilley, 1997). This Programme Specification is shown as Table 3.5. The framework sets out the four main hypotheses associated with Programme Theories together with CMO configurations hypothesised for effective functioning of the Treasure Project programme. The researcher tried to include a broad range of CMO configurations in the resulting Programme Specification that might be predicted to be associated with effectiveness within the Treasure Project programme. She was aware that these predictions are only a limited representation of possible CMO configurations, since the Programme Specification is, of course, reliant on the quality of the literature the researcher has summarised and her knowledge of the activities of the Treasure Project. Timmins and Miller (2007) see the value of Realistic Evaluation as being that it encourages Programme

Specification, whatever the state of the knowledge base, and thus supports the testing of hypotheses. The outcome of the testing of these hypotheses through research leads to the reformulation of the initial Programme Specification from a position of increased understanding of how a programme, like the Treasure Project, may actually work. Therefore the CMO configurations shown in Table 3.5 are seen as a ‘good enough’ starting point for an enquiry (Timmins and Miller, 2007). It should be noted that the researcher has distinguished between Project and Non-Project Schools (see section 1.5i for definition). The table also uses the term ‘school staff’. This term includes all members of the school staff including Special Needs Coordinators, class teachers, teaching assistants, lunch time supervisors and any other adults working in the school. The term ‘trained school staff’ describes those members of the school staff who have participated in specific training courses designed to build their skills in a particular support approach, for example Therapeutic Storywriting (Waters, 2004), or intervention such as Zippy’s Friends (Clarke and Brown, 2010; Mishara and Ystgaard, 2006). The various approaches and interventions are described in Appendix II.

Table 3.5: Initial Programme Specification of hypothesised CMO configurations about effective work in the area of mental health and emotional wellbeing promotion

<p>General Hypothesis built from Programme Theory 1</p> 	<p>Hypothesised Evidence of Positive School Contexts in the Treasure Project that might support General Hypothesis built from Programme Theory 1 (with coding)</p>	<p>Hypothesised Evidence of Effective Mechanisms in the Treasure Project that might support General Hypothesis built from Programme Theory 1 (with coding)</p>	<p>Hypothesised Evidence of Outcomes in the Treasure Project that might support General Hypothesis built from Programme Theory 1 (with coding)</p>
<p>A project which is successful in promoting the mental health and emotional wellbeing of children (O) is long-term, school-based, multi-faceted, multi-level (M) and works at changing the institution and environment (O) as well as individuals (O) so that those elements such as organic factors, stress and exploitation are decreased and children's coping skills, self-esteem and social supports are increased (O)</p>	<p>Project School with participatory relationship with Area Project Coordinator. Interventions are valued and timetabled. (PT1:C1) Non-Project School head teacher and all staff are interested in the promotion of mental health and emotional wellbeing. Interventions are valued and timetabled. (PT1:C2)</p>	<p>Head teachers meet regularly with Area Project Coordinators to plan Treasure Project work around whole school needs in a multi-faceted and multi-level way. (PT1:M1) Whole school staff INSET training takes place around mental health and emotional wellbeing (PT1:M2) Area Project Coordinators directly support children, young people and families (PT1:M3) Whole school projects are planned and implemented (PT1:M4) Some school staff are trained in specific approaches to support mental health and emotional wellbeing and interventions are put in place (PT1:M5)</p>	<p>School staff report increased understanding of how children's mental health and emotional wellbeing needs can be met in a school environment (PT1:O1) Head teacher will be aware of positive whole school changes with regard to the promotion of mental health and emotional well-being of children (PT1:O2) Families will report positively about the Treasure Project and its impact on their children's wellbeing. (PT1:O3) Trained school Key are enthusiastic about specific approaches and will use these approaches to support vulnerable children after training (PT1:O4) Positive evidence of all and/or vulnerable children's self-esteem and self-confidence increasing (PT1: 05) Positive evidence of all and/or vulnerable children coping skills increasing (PT1: 06) Positive evidence of all and/or vulnerable children's social support increasing (PT: 07)</p>

<p>General Hypothesis built from Programme Theory 2</p> 	<p>Hypothesised Evidence of Positive School Contexts in the Treasure Project that might support General Hypothesis built from Programme Theory 2 (with coding)</p>	<p>Hypothesised Evidence of Effective Mechanisms in the Treasure Project that might support General Hypothesis built from Programme Theory 2 (with coding)</p>	<p>Hypothesised Evidence of Outcomes in the Treasure Project that might support General Hypothesis built from Programme Theory 2 (with coding)</p>
<p>Effective partnership work (O) in the area of promoting mental health and emotional wellbeing of children (C) gives staff clear advice (M), guidance and support (M), increases their knowledge about childhood disturbance (O), is able to provide local, contextual knowledge (M), is able to offer good continuity of care and accessibility (M) and to act as a trusted link between home and school (M). (built from Programme Theory 2)</p>	<p>Project School with participatory relationship with Area Project Coordinator. Interventions are valued and timetabled (PT2:C1)</p> <p>Non-Project School head teacher and all school staff are interested in the promotion of mental health and emotional wellbeing. Interventions are valued and timetabled (PT2:C2)</p>	<p>Head teachers and/or school staff meet regularly with Area Project Coordinator to plan work with school (PT2:M1)</p> <p>Whole school staff INSET training takes place around mental health and emotional wellbeing (PT2:M2)</p> <p>School staff approach Area Project Coordinator for advice, guidance and support (PT2:M2)</p> <p>Families are referred to Treasure Project Educational Psychologist (PT2:M6)</p> <p>Treasure Project team developed links with partner agencies in the area local to the school (PT2:M7) and Pathways for referral are understood and used when appropriate (PT2:M8)</p> <p>Area Project Coordinator ensures parents have good knowledge of (and links with) Treasure Project work in school (PT2:M9)</p>	<p>Head teachers will comment positively on the advice, guidance and support of Area Project Coordinator (PT2:O1)</p> <p>Area Project Coordinator's advice, guidance and support is valued (PT2:O2)</p> <p>Head teacher views school staff as more knowledgeable about the promotion of mental health and emotional wellbeing.(PT2:O3)</p> <p>Families report positive outcomes from meeting with Educational Psychologist (PT2:O4)</p> <p>Partner agencies report strong links to Treasure Project (PT2:O5)</p> <p>Referrals Pathways to other agencies used appropriately (PT2:O6)</p> <p>Projects in school include local partners and agencies and school community (PT2: 07)</p> <p>Parents' comments about Treasure Project work are positive (PT2:O8)</p>

<p>General Hypothesis built from Programme Theory 3</p> 	<p>Hypothesised Evidence of Positive School Contexts in the Treasure Project that might support General Hypothesis built from Programme Theory 3 (with coding)</p>	<p>Hypothesised Evidence of Effective Mechanisms in the Treasure Project that might support General Hypothesis built from Programme Theory 3 (with coding)</p>	<p>Hypothesised Evidence of Outcomes in the Treasure Project that might support General Hypothesis built from Programme Theory 3 (with coding)</p>
<p>School staff and/or volunteers supporting vulnerable children (C) are better able to positively impact on their socio-emotional health (O) if they have participated in training (M), received supervision (M) and have followed through consistently with the approach they have been trained (M) in when working with children over a period of time (M).</p>	<p>Project School with participatory relationship with Area Project Coordinator. Interventions are valued and timetabled. (PT3:C1)</p> <p>Non-Project School head teacher and all school staff are interested in the promotion of mental health and emotional wellbeing. Interventions are valued and timetabled. (PT3:C2)</p>	<p>Some school staff members are trained in interventions and/or therapeutic approaches (PT3: M10)</p> <p>Area Project Coordinator facilitates the co-delivery of intervention with school staff (PT3: M11)</p> <p>School staff and Area Project Coordinators plan and reflect before/after intervention delivery (PT3: M12)</p>	<p>Trained school staff set up interventions and use approaches (PT3: O1)</p> <p>Use of approaches or interventions continue after training (PT3: O2)</p> <p>School staff feel confident about delivering interventions or facilitating therapeutic groups without support (PT3: O3)</p> <p>Further training is sought by school staff (PT3: O4)</p> <p>Treasure Project and/or training courses recommended to head teachers in other schools (PT3: O5)</p>
<p>General Hypothesis built from Programme Theory 4</p> 	<p>Hypothesised Evidence of Positive School Contexts in the Treasure Project that might support General Hypothesis built from Programme Theory 4 (with coding)</p>	<p>Hypothesised Evidence of Effective Mechanisms in the Treasure Project that might support General Hypothesis built from Programme Theory 4 (with coding)</p>	<p>Hypothesised Evidence of Outcomes in the Treasure Project that might support General Hypothesis built from Programme Theory 4 (with coding)</p>
<p>Vulnerable children's mental health and emotional wellbeing is enhanced (O) through the participation in evidence-based interventions (M) delivered by trained adults (C).</p>	<p>Project School with participatory relationship with Area Project Coordinator. Interventions are valued and timetabled. (PT4:C1)</p> <p>Non-Project School head teacher and all school staff are interested in the promotion of mental health and emotional wellbeing. Interventions are valued and timetabled. (PT4:C2)</p>	<p>Groups are facilitated by trained staff (PT4: M13)</p> <p>Trained school staff or Area Project Coordinator facilitates/delivers interventions (PT4: M14)</p> <p>Vulnerable children are targeted for interventions (PT4: M15)</p>	<p>School staff report children's mental health and emotional wellbeing enhanced (PT4: O1)</p> <p>Parents report children's mental health and emotional wellbeing enhanced (PT4: O2)</p> <p>Children report that their mental health and emotional wellbeing enhanced (PT4: O3)</p> <p>Trained facilitators report children's mental health /emotional wellbeing enhanced (PT4: O4)</p>

3.9 Designing the research with regard to Realistic Evaluation

The Realist Evaluation Cycle (Figure 3.6) requires that the hypotheses contained within the Programme Specification are tested through ‘observations’ collected using multiple methods of data collection, and which are analysed for any evidence of ‘regularities’ (CMO configurations) in the programme. In order to conduct observations it is important to identify the individuals who are both most likely to be aware of the operation and impact of the programme mechanisms (Timmins and Miller, 2007) and the methods of testing these hypotheses decided upon: for example, interviews, questionnaires, observations or gathering data from other sources. The researcher then needs to decide who to ask what about the ‘inner workings’ of a programme (Pawson and Tilley, 1997). The purpose of the resulting data analysis would be to judge whether the findings support the hypothesised links between contexts, mechanisms and outcomes (Timmins and Miller, 2007). Hypotheses derived for the initial Programme Specification may or may not be validated by the data gathered about the programme. These findings can then be used to adjust the initial Programme Specification where necessary.

3.9.i Conceptual frameworks

Robson (2002) recommend that researchers develop conceptual frameworks around their proposed research domain. A conceptual framework explains, either graphically or in narrative form, the main things to be studied (Miles and Huberman, 1994). The purpose of a conceptual framework is to help the researcher be explicit in deciding which are important factors, elements or relationships and what data are going to be collected and

analysed (Robson, 2002). For the evaluation of the Treasure Project the researcher developed three conceptual frameworks to support the research design process.

Conceptual Research Framework 1 (Figure 3.8) maps the pathways of the Treasure Project team's capacity-building activities within a school environment in terms of mechanisms and outcomes. This framework indicates the areas of activity that it would be helpful to investigate within the evaluation and begins to identify key stakeholders who might have information about the functioning and impact of the project.

Conceptual Framework 2 (Figure 3.9) considers some of the different contextual factors and mechanisms that might be related to the APCs' activities with schools. It also begins to identify possible indicators that might provide evidence of outcomes. This framework was helpful in designing the methods of testing the hypotheses within the Programme Specification because it illustrates the complexity of the project and helped guide the researcher towards the activities of the project which would be important to investigate within the evaluation.

Figure 3.8: Conceptual Research Framework 1 - Conceptualisation of pathways with regard to possible impact of Treasure Project's capacity building activities

MECHANISMS

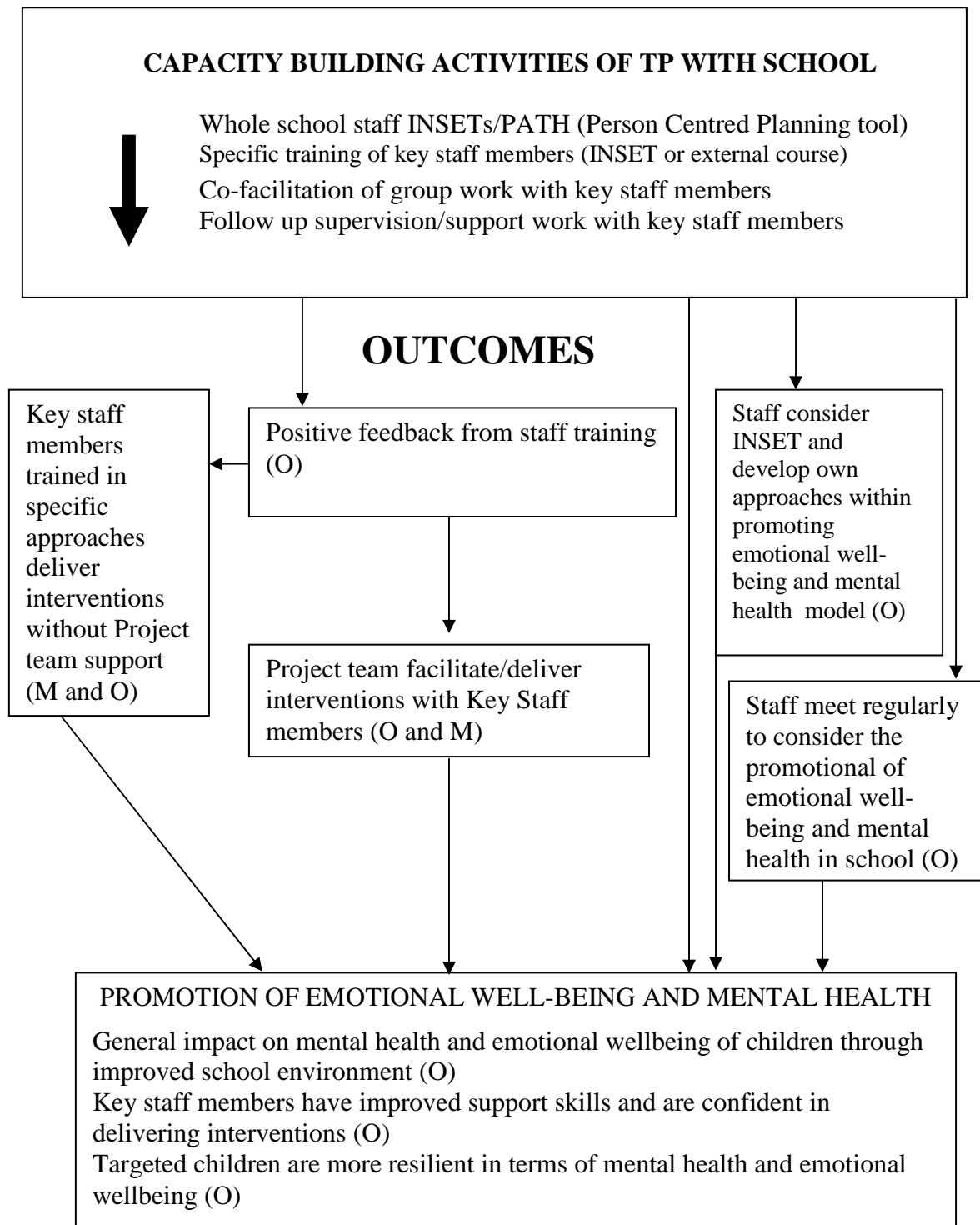
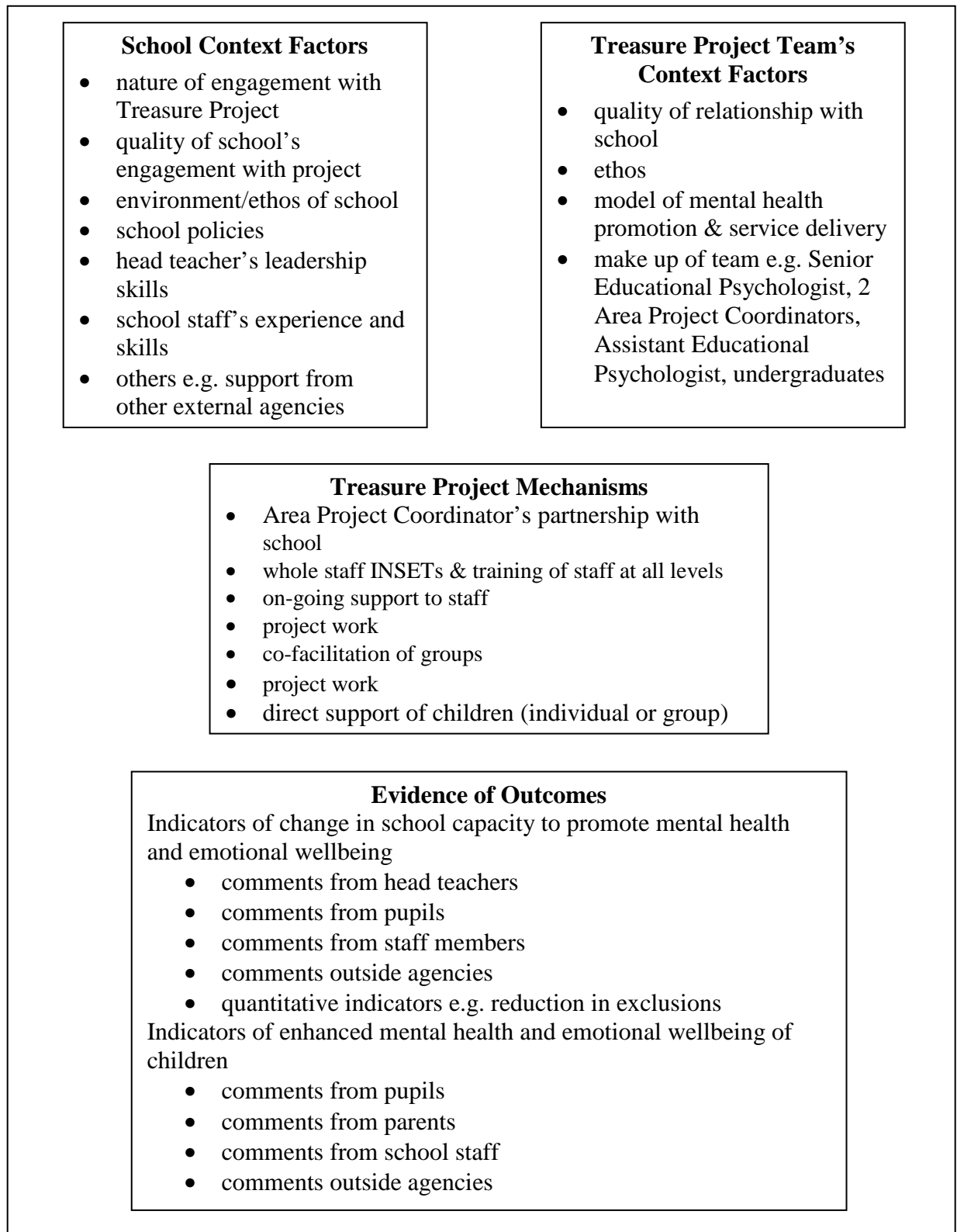


Figure 3.9: Conceptual Research Framework 2 - Conceptualisation of some of CMO configurations related to Treasure Project's participatory partnership with school communities



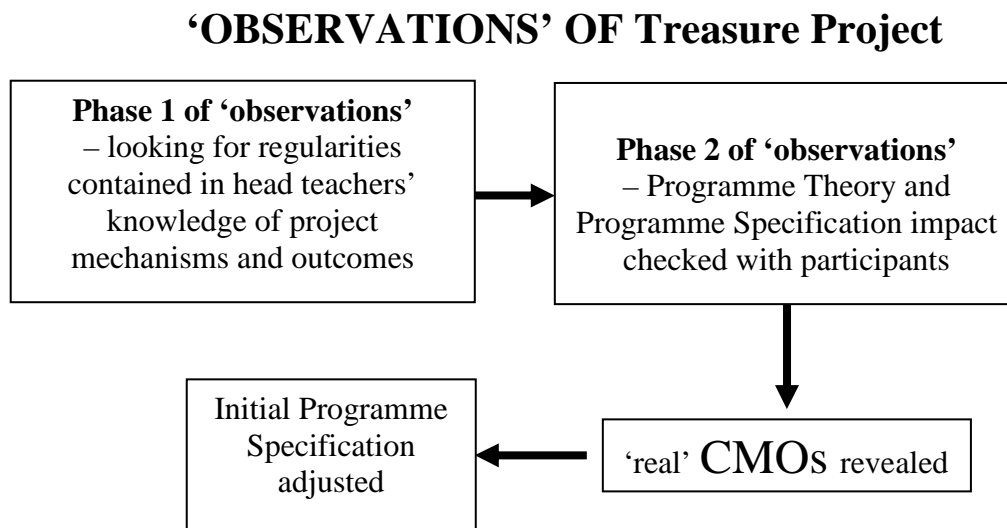
These first two conceptual research frameworks (Figures 3.8 and 3.9) suggest that the key stakeholders who would be aware of mechanisms and resulting outcomes operating within the Treasure Project programme would be head teachers, school staff, parents, children, the APCs (and other members of the Treasure Project team) and, to some extent, outside agencies. Members of the local authority's Children's Fund Steering Committee were part of a broader stakeholder group who were not included in the conceptual frameworks who would have had some awareness of mechanisms and outcomes (Shepherd *et al.*, 2007), but this committee was no longer in existence at the time of the research data collection and so could not be included in the evaluation. Pawson and Tilley (1997) emphasise that it is the stakeholders who hold the information about a social programme, and it is the task of the researcher to identify which stakeholders have expertise in the area which is being investigated. In the researcher's view, the stakeholders who would have the best overview of effective mechanisms and outcomes associated with the Treasure Project within their particular school contexts would be the head teachers. Similarly, the APCs were viewed as having the best knowledge of effective contexts, mechanisms and outcomes across the different school contexts. The other identified stakeholders' knowledge would be more likely to be confined to a narrower experience and involvement in the Treasure Project. It should be noted that the selection of stakeholders was compromised by the time available to conduct the evaluation and the time that had elapsed since the Treasure Project had been actively in partnership with some of the schools; some school staff may have left the school and the remaining staff may have had such minimal involvement that their knowledge of the project would be limited. The researcher also reluctantly decided not to contact parents and children due to limitations of time available for the research believing

that their views had been captured to some extent in the Annual Reports (Shepherd *et al.* 2006 and 2007).

3.9ii Design of the two phases of the data collection

The initial ‘observation’ phase of a Realistic Evaluation cycle needs to be designed to reveal ‘regularities’ happening in the real programme and compare them to the CMO configurations hypothesised in the initial Programme Specification. Having gained an understanding of these ‘regularities’ there needs to be a deeper, second phase of data collection which is designed to gain access to practitioners’ understanding of the circumstances which would enable specified Ms to result in targeted Os. Pawson and Tilley (1997) suggest that this second phase of ‘observations’ is conducted using realistic interviewing, a particular type of interviewing associated with Realistic Evaluation, where the interviewees are expected to be more than ‘answering machines’ (Pawson and Tilley, 1997). The interviewees are asked to check the Programme Theories and the Programme Specification against their own knowledge of the effective ‘inner workings’ of the project. The interviewer is expected to develop a ‘teacher-learner’ function within the interviewing process, alongside a ‘conceptual refinement’ process. The concept of realistic interviewing is described in more detail later in the chapter. Figure 3.10 shows, in a diagrammatic way, how these two phases of ‘observations’ might be applied to the evaluation of the Treasure Project.

Figure 3.10: Realistic Evaluation of Treasure Project – ‘observation’ phases

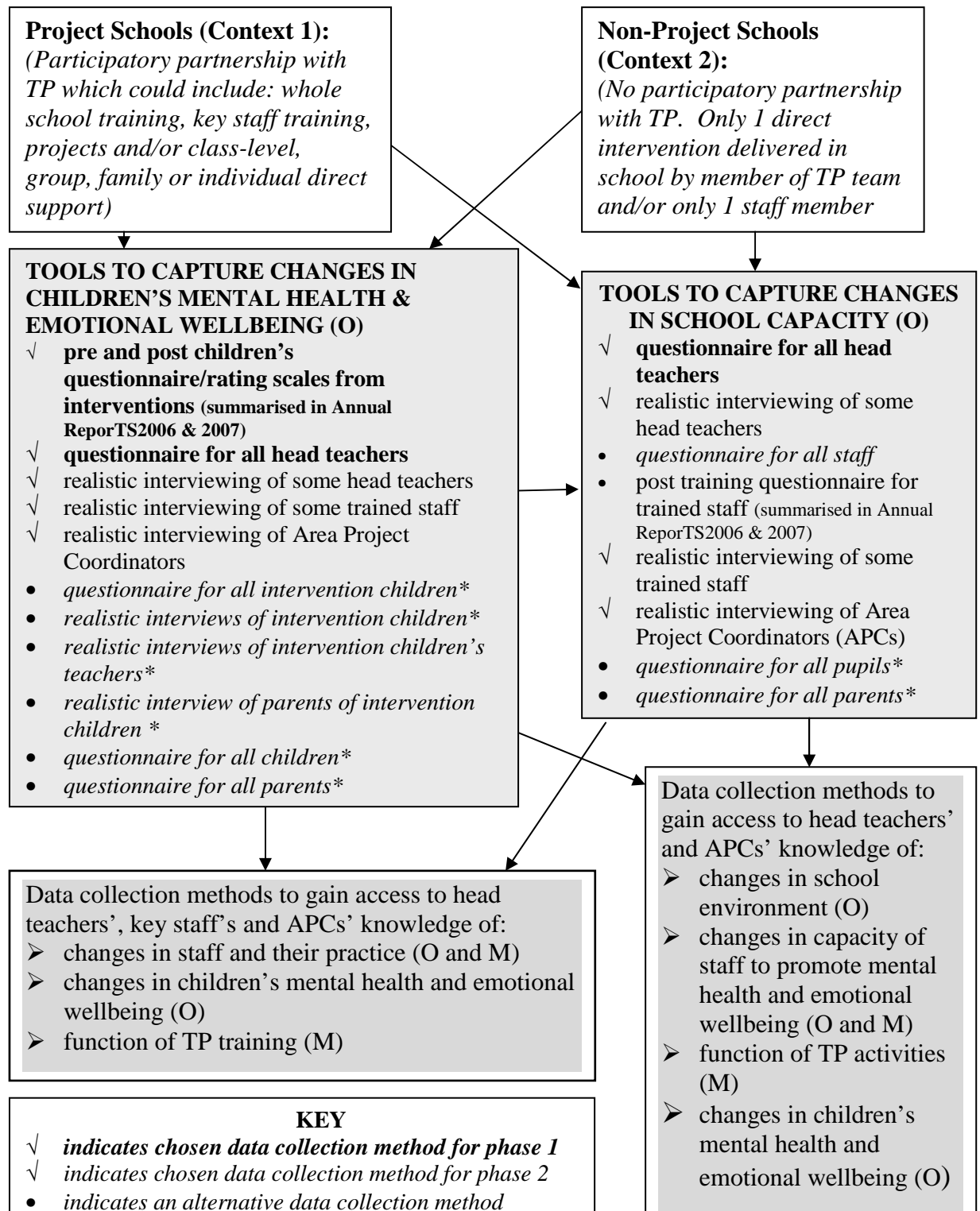


3.10 Consideration of data collection methods

The data collection methods for the two data collection phases were constrained by the researcher’s resources and time. She was working full-time as a Senior Educational Psychologist during the period that her doctoral research was being conducted. In order to help with decisions about data collection methods the researcher developed a third Conceptual Research Framework (Figure 3.11). This was an attempt to map out how knowledge held by the various stakeholders was to be accessed, to show what kind of information might be held by the key stakeholders and also to identify some of the data collection tools that could be used to gain access to this knowledge. One of the data collection methods not included in Conceptual Map 3 (Figure 3.11) is that of observation. Gillhan (2000) points out that observation has the advantage that it is the most direct way of obtaining data. He suggests that the observer is seeing what people actually do as opposed to what they ‘say’ they do. He also points out that the ‘objectivity’ of the observation is vulnerable to the effect of the presence of the observer and advises that the

observer should attempt to overcome this by looking out for the effect that her presence is having. In the case of this evaluative study, the researcher has justified not choosing observation as a method to evaluate the Treasure Project because it would have been impossible to observe mechanisms and resulting outcomes because the project was no longer in operation. This is the same reason it was not possible to administer pre- and post-tests to measure change. Testing or assessment would have been another method of collecting data (Robson, 2002). Questionnaires and research interviews are considered by Gillham (2000) to be the main methods of surveying people. He sees them at two ends of a continuum of ways of asking people, questionnaires being viewed as being less time consuming than interviews and more suitable if the questions being asked are simple, specific and mainly closed. He recommends interviewing when: small numbers of people are involved, they are accessible, they are 'key' and you can't afford to lose any, your questions are mainly open and require an extended response with prompts and probes, and if the material is sensitive in character so that trust is involved. These alternative data collection methods were considered by the researcher and some of the different ways of using these methods for 'observations' of the project are shown in Conceptual Research Map 3. It should be noted this was used as a working document to decide on the data collection methods; Figure 3.11 shows the final mapping after the researcher had made decisions about data collection.

Figure 3.11: Conceptual Research Framework 3 -Data collection boundaries of Treasure Project evaluation: contexts, mechanisms and outcomes



* Please note that: 1) parents' perceptions of changes in their children and changes in school's capacity to promote mental health and emotional wellbeing, and 2) all children's perceptions of changes in school's capacity to promote mental health and emotional wellbeing, were not considered as part of the data collection activities due to the resource limits of the enquiry and time elapsed.

3.10.i Data collection methods for Phase 1

The researcher thought it was important to use data already available about the impact of the project contained in the Treasure Project Annual Reports (Shepherd *et al.*, 2006, 2007). These two reports summarised any assessments or evaluations carried out during the course of the project and this information could possibly contain evidence of mechanisms and outcomes that could also be used to check the Programme Specification. The researcher, as project manager, had already decided that it was important to survey all the head teachers of schools that had had any connection with the Treasure Project in order to carry out an evaluation for the Educational Psychology Service. She decided that this survey would also be the main survey for her doctoral research and that it would be reasonable to design a questionnaire to fulfil both purposes because head teachers would probably not be willing to participate in more than one evaluation exercise. Surveying all schools was thought to be preferable to contacting a small sample of head teachers because it would increase the survey's external validity. In order to conduct such a large survey a questionnaire was viewed to be most time-efficient instrument, and as being manageable within the practical constraints of the enquiry. An alternative might have been a telephone survey, but this was considered too costly and time consuming. As head teachers are well-educated, professional people the questionnaire could be self-administered and they could choose to complete it, or not, and at a time convenient to themselves.

3.10.ii Design of head teacher questionnaire

The following section discusses the details of the design of the head teacher questionnaire. It explains how the questionnaire, which can be found in Appendix IV, was designed and how it relates to its purpose: to bring to the surface 'regularities' operating in the Treasure

Project programme. The researcher used Robson's (2002) checklist (adapted from de Vaus, 1991, pp.83–6) to help avoid problems in question wording. Robson (2002) recommends keeping the language simple, keeping the questions short, avoiding double-barrelled questions, avoiding leading questions, avoiding questions in the negative, asking questions only where respondents are likely to have the knowledge needed to answer, trying to ensure that the questions mean the same thing to all respondents, avoiding a prestige bias, removing ambiguity, avoiding direct questions on sensitive topics, ensuring the question's frame of reference is clear, avoiding creating opinions, using personal wording if you want the respondents' own feelings, avoiding unnecessary or objectionable detail, avoiding prior alternatives and avoiding producing responses (e.g. agree/disagree).

The researcher also paid attention to the other factors listed by Robson (2002) which helped to secure a good response rate to a postal questionnaire. It was suggested that the questionnaire should look easy to fill in, with plenty of space for questions and answers, the instructions should be clear, and the contents should be arranged to maximise co-operation. Other suggestions were also taken up, for example, providing a stamped addressed envelope, sending a covering letter (reproduced as Appendix III), giving the name of the organisation carrying out the survey, sending follow-up letters emphasising the importance of the survey and providing further copies of the questionnaire.

3.10.iii Ensuring the purpose of the questionnaire survey is understood

In order to ensure that respondents were able to understand the purpose and nature of the enquiry an explanatory introductory paragraph was included at the beginning of the questionnaire (see Appendix IV). The researcher was concerned that some of the head

teachers would not remember, or would not necessarily have been aware of all of the Treasure Project activities that had taken place in their school. In order to overcome this potential problem and also to enable the respondents to have all the information necessary to answer the questionnaire as easily as possible, the researcher listed the activities on the introductory page – the activities included on this list were different for each school. The APCs provided this information for the researcher from the database kept about activities during the three years of the project.

3.10.iv Ensuring informed permission to use data is gained

The last page of the questionnaire (Appendix IV) requested head teachers' signed permission to use the information gathered in an Educational Psychology Service report about the Treasure Project and also as part of the writer's doctoral research. A further signature was required for permission for the researcher to contact either the head teacher or the school staff for a more in-depth interview. In this way, the researcher was preparing the way for the second phase of the enquiry, the research interview. It was not possible for the questionnaire to be anonymous because each school received a questionnaire with a specific set of activities listed on the first page; this would have been easily identifiable to each specific school so may have compromised the external validity, in that head teachers may have responded in a different way to an anonymous survey. Gillham (2000) suggests that the value and importance of anonymity is much over-rated. However the researcher planned to inform head teachers of the limit of the confidentiality of their responses to the questionnaire at the beginning of the questionnaire and also to ask them to give written consent for the researcher (and project manager) to use the information for the dual purposes of evaluating the Treasure Project for the Educational Psychology Service and as

part of her doctoral research programme with the understanding that that there would be no identification of individual schools, or staff, or school community members in any publication or report.

3.10.v Design of questions in head teacher questionnaire

Robson (2002) stressed that the questions on a questionnaire survey should be designed to help achieve the goals of the research, in particular to answer the research questions. He also pointed out that respondents must be able to understand the questions in the way that the researcher intended, have accessible the information needed to answer them, and actually answer in the form called for by the question. He viewed the researcher's central task to be that of linking the research questions and the survey questions. In the case of the current research, the questionnaire was designed to capture information with regard to the three main research questions (Table 3.1) and the need to reveal 'regularities' in the form of mechanisms and outcomes operating in the Treasure Project programme.

At the beginning of the questionnaire (Appendix IV) the respondent was asked to give their name and position in the school. This would enable the researcher to identify any questionnaires that had not been completed by head teachers and would also ensure ownership of the answers by the respondent. Ethical issues around confidentiality are discussed later in the chapter (see section 3.12). The next section of the questionnaire listed the activities undertaken by the Treasure Project in the school. This was to remind head teachers of the range of activities and the number of staff or children involved in the initiative. This section was then followed by five questions that asked about partnership work; the effectiveness of the project in terms of promoting children's mental health and

emotional wellbeing; and building capacity in the school to meet future needs. Table 3.6 shows the connection between the questionnaire questions and the Research Questions, and Table 3.7 shows the possibility of the questionnaire questions surfacing mechanisms and outcomes related to the project.

Table 3.6: Questionnaire questions' relationship to research questions

Research Question	Questionnaire Question			
Research Question 1 What was it about the model of service delivery of the Treasure Project that was effective in promoting children's mental health and emotional wellbeing?	3. In your view what have been the most useful aspects of the Treasure Project's team work with your school community and for what reason? 4. What has been (if any) the impact of the Treasure Project on the emotional wellbeing of <u>children</u> in your school in the following areas: o Changes in the school environment or general ethos? o Changes in children's self-esteem? o Changes in the children's ability to process emotions? o Changes in the children's self-management skills? o Changes in the children's social participation? 5. What is your general impression of the impact of the Treasure Project on <u>families</u> in your school community in terms of: o Understanding of children's emotional needs? o Parenting skills? o Attitude towards school?			
Research Question 2 What was it about the project's participatory partnership and service delivery model that enhanced its effectiveness?	2. The Treasure Project team works in partnership with schools and other agencies to develop package of intervention/support to promote the emotional wellbeing of children within school communities. Would you view your school's work with the team as being within a partnership relationship? Yes/No (Please circle and give evidence of your opinion below) 3. In your view what have been the most useful aspects of the Treasure Project team work with your school community and for what reason?			
Research Question 3 What was it about the participatory partnership and training model of the Treasure Project that enabled capacity to be built in schools to meet children's future emotional needs?	3. In your view what have been the most useful aspects of the Treasure Project team's work with your school community and for what reason? 6. What is your general impression of the impact of the Treasure Project on the capacity of school staff to promote the emotional wellbeing of children within the school environment as a result of: (please circle) * * <i>The interventions listed were specific to the school e.g.</i> PATH INSET			
	Has had general impact on school	Can sustain this approach by themselves	Are using this approach by themselves	Has had no impact on staff

Table 3.7: Questionnaire Questions' relationship to need to reveal mechanisms and outcomes

Questionnaire Question				Possibility of revealing mechanisms	Possibility of revealing outcomes
2. The Treasure Project team works in partnership with schools and other agencies to develop package of intervention/support to promote the emotional wellbeing of children within school communities. Would you view your schools' work with the team as being within a partnership relationship?				Yes	Yes
Yes/No (Please circle and give evidence of your opinion below)					
3. In your view what have been the most useful aspects of the Treasure Project team work with your school community and for what reason?				Yes	Yes
4. What has been (if any) the impact of the Treasure Project on the emotional wellbeing of <u>children</u> in your school in the following areas:				Maybe	Yes
<ul style="list-style-type: none"> o Changes in the school environment or general ethos? o Changes in children's self-esteem? o Changes in the children's ability to process emotions? o Changes in the children's self-management skills? o Changes in the children's social participation? 					
6. What is your general impression of the impact of the Treasure Project on <u>families</u> in your school community in terms of:				Maybe	Yes
<ul style="list-style-type: none"> o Understanding of children's emotional needs? o Parenting skills? o Attitude towards school? 					
6. What is your general impression of the impact of the Treasure Project on the school staff's capacity to promote the emotional well-being of children within the school environment as a result of: (please circle) *				Maybe	Yes
* <i>The interventions listed were specific to the school e.g.</i>					
PATH INSET					
Has had general impact on staff impact on school	Can sustain this approach by themselves	Are using this approach by themselves	Has had no impact on staff		
7. Any further comments?				Yes	Yes

Robson (2002) emphasised the importance of a theoretical framework for surveys seeking to move beyond the description to explanation. The researcher decided to use MacDonald and O'Hara's (1998) conceptualisation of mental health, (see Figure 2.2), to structure Question 4 of the questionnaire. The head teachers were asked to think about impact of the Treasure Project on the five positive elements of MacDonald and O'Hara's (1998) model; that is, on the school environment or general ethos, children's self-esteem, children's ability to process emotions, children's self-management skills and children's social participation. The researcher did not guide the head teachers into the meaning of each of these areas by providing a definition, but intentionally left each element of the question open to interpretation. It was hoped that by allowing some freedom in the interpretation of the question, a richer picture of evidence of changes might emerge than if a more tightly-defined question had been asked. In their position paper MacDonald and O'Hara (1998) made it clear that definitions of the ten elements were both flexible and context-related.

3.10.vi Reliability and validity issues associated with the questionnaire

Robson (2002) points out that the reliability and validity of survey data depend to a considerable extent on the technical proficiency of those running the survey. He suggests that internal validity issues can arise if the questions are incomprehensible or ambiguous, because valid information is not being obtained. The researcher tried to reduce the possibility of misunderstanding instructions and questions in the survey by piloting the questionnaire with the APCs and with her university tutor and using their feedback to adjust the design of the questionnaire accordingly. It can be seen from Table 3.6 and Table 3.7 that some of the questions in the questionnaire could have been worded in a way that may have tapped better into the research questions being investigated. For example, Question 3 about the most 'useful aspects' of the project team's work could have been

worded in a more specific way for each of the research questions: for instance, ‘What was it about the training that built staff’s confidence and skills in using this approach?’ This would have revealed mechanisms around an assumption that the training had built their confidence and skills and would have produced more robust answers to research question 3. An alternative way of finding out about the impact of training would have been to observe staff delivering the intervention.

Robson (2002) also emphasises that securing involvement from the respondents to a questionnaire can be difficult. In the case of the Treasure Project evaluation, the researcher was aware that head teachers’ responses and willingness to complete the questionnaire may be influenced by their views about the Treasure Project. They might want to please the researcher through their responses to the questionnaire, or might view it as a way of drawing in further resources or funding. It should be noted that although the Treasure Project no longer existed as a funded project, the work of the team continued as a traded service from which schools could commission packages of support. The move towards income generation may have resulted in some feelings of abandonment, particularly for the two school clusters that had been targeted initially, and that had been able to avail themselves of a wide variety of ‘cost-free’ support from the project team, including funding for staff to attend training courses. In order to pre-empt any misunderstandings of the purpose of the questionnaire the researcher tried to design the questionnaire so that head teachers would be aware of its purpose before beginning to answer any of the questions. The accompanying letter (see Appendix III) also stated the purpose of the questionnaire and the use of Educational Psychology Service headed paper for the letter would also reassure head teachers of the intention and genuineness of the enquiry. In this

way it was hoped to redress any external validity issues arising from understanding of the purpose of the evaluation. Further external validity issues might be due to head teachers not necessarily being completely neutral in their views about their own school, their school staff, or the impact of the interventions within their schools. This might also be true of other stakeholders' opinions. The involvement of the APCs by the researcher would help to triangulate some of the general interpretations of the data. Some of the head teacher questionnaire data from 'successful' schools would also be triangulated to some extent through the second phase of data collection.

The willingness of the recipients to answer questionnaires may affect the validity of the data collected (Robson, 2002). It should be noted that, for this case study, the original Treasure Project schools had not volunteered to take part in the mental health and emotional wellbeing project, but had been chosen by the Children's Fund, CAMHS and other key stakeholders. Some of these schools were keener than others to be involved in a multi-level participatory partnership to promote the mental health and emotional wellbeing of children within their school community. A few of these schools wished the project team to only work directly with children presenting with emotional and behavioural issues and were reported by the project team as being resistant to a more whole school approach. Likewise, schools outside the initial two clusters that requested support from the Treasure Project did not necessarily wish to consider a more multi-level model to the promotion of emotional wellbeing. In addition, both Project and Non-Project Schools received the same questionnaire, which asked about the impact and outcomes of the project. This may also have caused some confusion for the Non-Project Schools as they may not have considered themselves as being involved with the Treasure Project at all. Therefore some of the

questions in the questionnaire may not have been relevant to those head teachers' experience or understanding of the Treasure Project. The researcher took the decision to send the same questionnaire to all schools in order to increase the external validity. As the head teachers' attitude towards involvement with the Treasure Project was not explored this may, however, have decreased the internal validity of the some data gathered through the questionnaire.

One of the reliability issues that might arise from the chosen data collection tool being a self-completed questionnaire is that the respondent can answer the questions in any order, and this may affect the answers given (Robson, 2002). He suggests that a high reliability of response to a questionnaire can be ensured by presenting all respondents with the same standardised questions, carefully worded after piloting. As previously mentioned, the questionnaire was piloted with the two APCs and the researcher's university tutor. A self-completed questionnaire also allows the respondent to confer with others in order to answer the questions; this may mean that the head teacher's comment may in fact be the Special Needs Coordinator's views. To decrease these reliability issues the researcher tried to ensure the response rate was as high as possible so that information would be received from as many practitioners as possible. The researcher also thought that the head teachers would be more likely to complete the questionnaire if it was not too lengthy and was simple in format.

3.10vii Distribution of head teacher questionnaire

The questionnaire was posted to the head teachers of 80 schools in June 2008, with a stamped addressed envelope for a reply. The 80 schools included in the distribution were

schools that were on the Treasure Project database as having been either involved with the project team or having at least one staff member who had attended at least one Treasure Project training course. The 80 schools were categorised into 48 Project Schools and 32 Non-Project Schools. Definition of these categories can be found in Chapter 1. In July 2008, schools which had not returned the questionnaire were contacted by telephone and, if needed, an electronic version of the questionnaire was sent via e mail. In order to maximise the return response a further follow up telephone and/or e mail contact took place in October 2008. Robson (2002) stated that a low response rate is a serious and common problem with self completion questionnaires and that every effort should be made to increase rate to an acceptable level. Fife-Schaw (1995) also suggested that the representativeness of the results depends on how many people finally took part and he recommended that the researcher should always seek to maximise response rates either by repeated re-contacts or the provision of face-to-face interviewers to help people complete questionnaires they are having difficulties with. In the case of the current research, the questionnaire was accompanied by a letter explaining the purpose of the enquiry.

3.11 Design of Phase 2 of the data collection

A second phase of data collection was required in order to access practitioners' insider knowledge about effective interventions or partnership work associated with the Treasure Project. The data provided by the completed head teacher questionnaires were not detailed enough about context and mechanism configurations associated with successful outcomes. The researcher decided that interviewing practitioners was a useful way of accessing their in-depth knowledge about Treasure Project activities and the conditions that were required for the programme to be effective in promoting mental health and emotional wellbeing.

Pawson and Tilley (1997) divide available knowledge held by participants, practitioners and researchers; for the purposes of this study the researcher viewed the APCs, the head teachers and school staff as practitioners and the children were viewed as the participants.

In distinguishing between structured, semi-structured and unstructured interviews Robson (2002) links the different interview types to the 'depth' of the response sought. He gives an extreme example of a very structured interview where the questions are fixed, are in a pre-decided order with standardised wording and where responses are selected from a small list of alternatives. This type of interviewing would not provide sufficient insight into the inner workings of successful Treasure Project CMO configurations, and would not allow the interviewer to follow an interesting answer given by the practitioner. In contrast, the extreme example of an unstructured interview would be where the interviewee can say almost whatever they like on the broad topic of the interview, with minimal prompting from the interviewer (Miller and Crabtree, 1999 cited in Crabtree and Miller, 1999). This type of interviewing would not be structured enough for the type of information gathering required in order to understand successful CMO configurations, because the interview needs to be designed so that the hypotheses about the Treasure Project can be shared and discussed in a similar way across the different school contexts. Gillham (2000) describes a semi-structured interview as being both flexible, and at the same time, standardised. In this way each interview is viewed as 'unique' and personal, and yet covers essentially the same ground. He views probing as a skill to be learned by the interviewer through practice. The researcher, in this case, is an educational psychologist, and so is well practised in interviewing people for research purposes. However, she was not practised in the type of interviewing called 'realistic interviewing' (Pawson and Tilley, 1997).

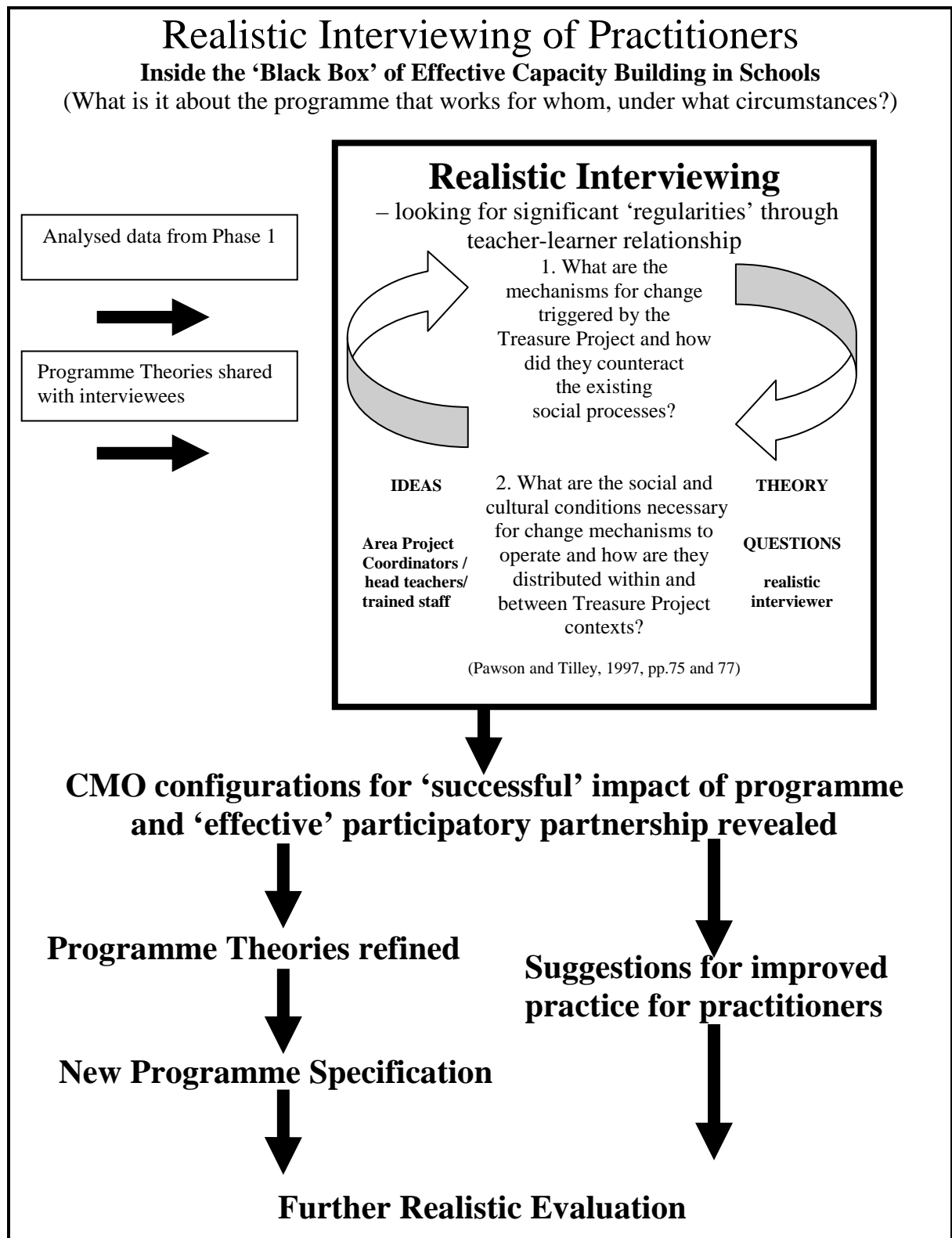
3.11.i Realistic interviewing

In the framework of Realistic Evaluation the interview type recommended by Pawson and Tilley (1997) to gain access to practitioners' knowledge is a process they call realistic interviewing. This type of interview is described as an exchange of ideas which is driven by the researcher's theory. They believe there is a division of expertise across the issues investigated and that there is a hierarchy of expertise in respect to the overall workings of the programme. Through the process of realistic interviewing the interviewer develops a teacher-learner relationship with the interviewee in order to look for significant regularities. Together they look for the mechanisms for change that were triggered and how they counteracted the existing social processes in that particular context. They also look for the social and cultural conditions necessary for change mechanisms to operate, and how they are distributed within and between different contexts. The researcher chose to use this method of interviewing participants for Phase 2 of the observations because she viewed this type of interviewing as being a mix of structured and non-structured interview processes. While recognising she was not an expert at realistic interviewing she thought she would be able to design the interview around the suggested method in Pawson and Tilley's 'Realistic Evaluation' (1997).

In order to help with this process the researcher developed a fourth Conceptual Research Framework, Figure 3.12, to illuminate the process of realistic interviewing for the Realistic Evaluation of the Treasure Project. The 'job' of the realistic interview in this case would be to affirm the important contexts and mechanisms within the programme that led to the desired outcomes, which indicated either that children's mental health and emotional wellbeing had been improved, and/or the capacity of the school to promote mental health

and emotional wellbeing had increased. The APCs needed to be asked to think about general successful CMO configurations within the Treasure Project programme and also to think specifically about particular contexts and outcomes that led to effective partnership work and/or successful schools. The researcher intentionally did not design the realistic interview to explore contexts and mechanisms that led to undesired outcomes, because this was not felt to be helpful in developing theory around effective practice in the area of school-based mental health and emotional wellbeing promotion. It was the researcher's belief that a multitude of 'unhelpful' contexts and mechanisms could be identified, but that this would not necessarily lead to improved definition of CMO configurations within the Programme Specification for effective practice in this area, and might use up valuable interview time. The following diagram, Figure 3.12, illustrates the intended process of realistic interviewing for the Treasure Project evaluation.

Figure 3.12: Conceptual Research Framework 4 – Realistic Evaluation of Treasure Project – Phase 2 of the data collection ‘realistic interviewing’.



As can be seen from the diagram, the realistic interviewing process is intended to be a dynamic process. The interviewer and interviewee need to be able to spend undisturbed time thinking together. The researcher concluded that these interviews were best conducted face-to-face rather than as telephone interviews because the lack of visual cues may cause problems in interpretation (Robson, 2002). The researcher also thought that the interviews needed to be conducted on a one-to-one basis. Head teachers and trained school staff could have been interviewed together, but the practicalities of this would have been difficult to manage, both in terms of organising a mutually suitable time and also in terms of facilitating the group whilst note-taking. (At the beginning of her doctoral studies the researcher had unsuccessfully attempted to record a focus group of head teachers talking about the impact of a similar project.) Robson (2002) points out that facilitating the group process requires considerable expertise.

3.11.ii Validity and reliability issues of realistic interviewing

It was hoped that internal validity issues arising from the researcher being known by some school staff through her work with the Treasure Project, or her generic work as the school's educational psychologist, would be reduced by the researcher remaining vigilant about bias or assumptions. For this reason she did not participate in choosing the sample of schools selected to participate in realistic interviewing. These schools were selected by the APCs as part of their realistic interview. The researcher also arranged for another professional to attend the realistic interviewing of the head teachers and school staff so that they could be a silent partner in the interviews to write down the interviewee's answers and any additional questions that were asked by the interviewer. It was hoped that this would also formalise the interview process for all concerned. The researcher also prepared an

interview plan with semi-structured questions, prompts, appropriate resources and with regard to ethical issues. The details of the realistic interviews can be found in Chapter 6. In order not to tire interviewees and to maintain the same conditions for the interviews, they were conducted for approximately the same length of time and took place on the school premises for school staff and in an office for the APCs.

One of the external validity issues that needed to be considered about the use of realistic interviewing as a research method was that the Senior Educational Psychologist leading the project (who was also the researcher) could also be viewed as a practitioner because she was an active member of the Treasure Project team. She had taken the project lead, worked directly with families and schools and had been a trainer for some of the training programmes. The researcher could have arranged to undertake a realistic interview herself and this would have given a further layer to the Phase 2 observations. The researcher made a decision not to do this because she thought that it may cloud her judgement when looking at the CMO configurations developed from the realistic interviews of practitioners. She hoped that her work would be viewed as part of the package of project activities that a school had been involved with and would be included as part of the intervention or capacity-building activity that the other practitioners could comment upon should the Senior Educational Psychologist have been active in that particular school setting.

As previously stated, the design of the realistic interview is discussed later in Chapter 6, where further validity and reliability issues are discussed. This was felt to be the appropriate section to describe the design of the realistic interview because the questions

cannot be decided upon until the findings from the head teacher questionnaire survey have been analysed.

3.12 General ethical considerations of the evaluation

The ethical considerations of any research study are diverse, complex and interrelated. The boundaries to any investigation need to be clearly stated and the influencing factors need to be declared by the researcher in such a way that enables the reader to make their own decisions about the analysis and interpretations of the findings. Ethical considerations arise at all stages of the research journey. Miles and Huberman (1994) identified a series of ethical issues that typically need attention before, during and after qualitative studies. These are: worthiness of the project; competence boundaries; informed consent; benefits, costs, and reciprocity; harm and risk; honesty and trust; privacy, confidentiality, and anonymity; intervention and advocacy; research integrity and quality; ownership of data and conclusions; use and misuse of results; conflicts, dilemmas, and trade-offs. Therefore they advise the researcher to be aware of their general ethical position, to anticipate and think about specific issues beforehand to avoid problems later, to have explicit written entry agreements for participants, to have structures such as an 'ethical issues' memo or study team meeting, to involve a third party, to have a process of regular checking and renegotiation with participants in order to take account of the evolving nature of research.

Because the research was placed within the Realistic Evaluation methodology the dilemma inherent in traditional experimental research designs about the control group not accessing proffered interventions is not relevant. If the projects had been set up with control and experimental groups, this might have led to known vulnerable children not being supported

by the project teams. Likewise, if the design had been more quasi-experimental then this would have also led to questions about how the schools were chosen to be part of the project target group. As Robson (2002) suggests, experimental research with people poses ethical problems in '*sharp forms*' (Robson, 2002, p.66). 'Real world research' also has its ethical considerations. As Miles and Huberman (1994) point out, the emphasis on the idiosyncratic local context and the 'closeness to the respondent' nature of most qualitative studies tends to obscure general principles and makes for situation-specific coping. They refer to May (1987) who suggests that a post-positivist emphasis on multiple realities and researcher interpretation can lead to a personalistic, nonsystematic approach to ethical issues.

The researcher, in this case, is a chartered educational psychologist and as such strove to follow The British Psychological Society Code of Ethics and Conduct. An item of this code is that '*psychologists should seek to obtain the informed consent of all clients to whom research participation is offered*' (The British Psychological Society, 2006, p.12). The researcher took care to gain the informed consent of participants to including their data as part of this enquiry. The head teacher questionnaire (Appendix IV) explains the boundaries of the confidentiality of the data and head teachers were asked to give their signed permission to use the data for both a report about the Treasure Project and to be used for the writer's doctoral research. The researcher thought it was important not to assume that both activities were the same, in case the doctoral research was not completed and the data were only used as part of the Educational Psychology Service's evaluation activities around project work.

Completion of the questionnaire was not compulsory and head teachers could opt not to complete it. The questionnaire stated that the data would be used in a collated report which would not identify the school in any way. Similarly, head teachers could indicate on the questionnaire that they did not wish their school to be contacted for any further involvement with doctoral research activities. Schools chosen to participate in the realistic interviews could also decline the invitation to be interviewed and before each interview began, care was taken to ensure that participants understood where the raw data was going to be stored (in a password-protected computer) and that the analysed data might be presented, or used in a local authority report on the effectiveness of the Treasure Project. The researcher tried to design the evaluation in an ethical way and plan research activities well and conduct them in a professional manner. It should be noted that the researcher completed Form EC2 (see Appendix XXVI) in August, 2008 as a formal record of her consideration of ethical issues related to the research.

An ethical implication that needed to be taken into account for the realistic interviewing was acknowledging that the researcher continued to be the line manager of one of the APCs. While it was not compulsory for the APCs to take part in the realistic interviews they may have felt obliged to do so. The APCs were informed about the purpose of the interview before beginning by the interviewer (who was also the researcher) and it was explained how their confidentiality would be protected (see Appendix XV). The researcher had previously also invited the APCs to participate in research activities such as piloting the questionnaire. Throughout the research the researcher sought to remain aware of, and acknowledge the limits of her methods, as well as the limits of the conclusions that may be

derived from such methods under different circumstances and for different purposes (The British Psychological Society, 2006).

Robson (2002) suggested that a good question to help a researcher decide on some of the ethical issues was whether or not the study would involve the participants in doing things they would not otherwise do. The researcher is of the opinion that an evaluation would have been conducted at the end of the Treasure Project in any case, and that it would be reasonable to expect schools and the project team to reflect on the effectiveness of the project; the study was therefore less of an infringement than an unexpected evaluation might have been.

3.13 Data analysis procedures

The data obtained from the head teachers' questionnaire needed to be analysed in such way that the 'regularities' inherent in the Treasure Project would be revealed. The researcher felt it was important to distinguish between data received from Project Schools and Non-Project Schools because the evidence from Non-Project Schools about mechanisms and outcomes would only apply to very limited contact with the Treasure Project and would not be relevant at all about participatory partnership with the APCs. The researcher planned to organise the data with this in mind, and code schools accordingly. Some of the data collected from the questionnaires would be quantitative in nature, but the researcher did not plan to use any statistical analysis because this was seen to be inconsistent with Realistic Evaluation methodology. The qualitative data arising from responses to the questionnaire were examined using a thematic analysis method suggested by Braun and Clarke (2006). This method was selected because it would allow strong themes to emerge

and would enable strong CMO configurations to be identified across the different school contexts. Further explanation about coding and data analysis methods is contained in Chapter 4.

3.14 Summary

This chapter has described how the research design was developed with regard to Realistic Evaluation methodology. The writer has attempted to make clear the links between theory building, the formulation of hypotheses and their testing through two phases of data collection. Chapter 4 describes the findings from Phase 1 of the observations and the analysis of this data to reveal ‘regularities’. The examination of these ‘regularities’ with practitioners, through realistic interviewing, is explored in Chapter 5.

CHAPTER 4

PRESENTATION AND DISCUSSION OF FINDINGS (PHASE 1)

4.1 Introduction

The Realist Evaluation Cycle (see Figure 3.6 above) requires that specimen hypotheses, derived from Programme Theory and contained in an initial Programme Specification are tested through multiple methods of data collection. The first part of this chapter presents the findings of Phase 1 of the data collection, the head teacher questionnaire survey. These findings have been presented in an organised and accessible format in order to reveal ‘regularities’ in the form of CMO configurations (contexts, mechanisms and outcomes). These CMO configurations are then compared to the hypothesised CMO configurations in the initial Programme Specification. The chapter concludes with a discussion about the findings that prepares the way for the design of Phase 2 of the data collection which is described in Chapter 5.

4.2 Level of response to head teacher questionnaire

Questionnaires were sent to 80 head teachers (a mix of primary, secondary schools and special schools) in July, 2008. The researcher sought to maximise response rates through follow-up e mails, phone calls and by sending additional copies of the questionnaire when needed. While the researcher was careful not to pressurise head teachers, she continued to ask for the questionnaire up until the beginning of the Spring Term 2009. Completed questionnaires were received back from 49 schools. This was a response rate of 61%. The majority of questionnaires were completed by head teachers, some were completed by other members of staff such as the school SENCO.

Of the 49 returned questionnaires, 26 questionnaires and one letter were received from Project Schools (response rate 56%) and 20 questionnaires were returned from Non-Project Schools (response rate 63%). One head teacher from a Project School wrote a letter to say that she was new to post and that she had passed on the questionnaire for completion to a member of staff who had left the school. This questionnaire was not returned. One Inclusion Manager of a Non-Project School returned the questionnaire with a letter stating that the school had not been involved with the project.

4.3 Organisation and coding of data

The researcher organised the data from the completed questionnaires into two groups: Project and Non-Project Schools. She felt that it was important to distinguish between the two groups of schools because Non-Project Schools would have had a very limited experience of the Treasure Project and this would influence their response to the questionnaire.

The returned questionnaires were organised and coded. Project schools were coded P1 to P26. Non-Project Schools were coded NP1 to NP19, along with a coding for the training or single intervention connected with that school. NP1-Z1, for example, is the coding for a Non-Project School from which school staff attended a Zippy's Friends (Clarke and Brown, 2010; Mishara and Ystgaard, 2006) training course. These codings are maintained throughout this thesis.

The questionnaire contained five questions, some of which had several parts to be answered. As outlined previously, the questionnaire was designed to help head teachers to

identify CMO configurations within the Treasure Project. The first question was Question 2, Question 1 having summarised the involvement of the school in Treasure Project activities. Question 2 investigated the nature of the partnership the project team had with the school. Question 3 focused on the perceived usefulness of the project team's work with the school. Questions 4 and 5 asked about the impact of the project on children's emotional wellbeing and on their families, respectively. Finally, Question 6 asked about the impact of the project on the capacity of the school staff to promote the emotional wellbeing of children. The following sections look at the responses to each question in the order in which they were presented in the questionnaire. The information contained in the completed head teacher questionnaires returned from the 26 Project Schools and the 19 Non-Project Schools is presented in tabular form in Appendices V–XIV.

4.4 Presentation of findings (Phase 1)

4.4.i Responses to Question 2 of head teacher questionnaire (Project Schools)

Twenty-three of the 26 Project School head teachers (88.46%) answered 'Yes' to the question '*Would you view your school's work with the team as being within a partnership relationship?*'. The Project School head teachers' responses to the second part of Question 2 '*give evidence of your opinion*' are summarised in Table 4.1. The main key points relating to the question about evidence of partnership are listed against each school. Comments not relating to partnership were left out of the summary table. For example, school P13's head teacher wrote: '*Originally, when setting up the group, we received good partnership support. But once our teaching assistant was trained we had no contact from the team. Unfortunately the teaching assistant left the school after the first year and so we*

now do not have a trained person to continue the TP work.'. This was recorded on the table as '*when setting up the group we received good partnership support*'. Table 4.1 also shows the school's code and lists the Treasure Project activities that took place in the school. The key for the abbreviations of these activities is located under the table. Detailed descriptions of the activities can be found in Appendix II. The original responses and the simplification of responses for Question 2 can be found in Appendix V.

Table 4.1: Evidence of participatory partnership relationship in Project Schools

School Code	Treasure Project Activities	Question 2: Evidence of Partnership
P1	QCT/TC	<ul style="list-style-type: none"> felt part of the partnership
P2	PMT, TSWg, DW, TBP	<ul style="list-style-type: none"> discussed needs and agreed activities
P3	QCT, ZF, TSW, LuS, TSWg, TC, DW, ZF & QCT modelling, motorskills	<ul style="list-style-type: none"> efficiently and professionally developed interventions to support children and staff responded to very wide range of needs and adapted over time commitment to emotional well-being within community.
P4	QCT, PATH, HPP	<ul style="list-style-type: none"> initial discussion discussed needs of school throughout projects, worked and adjusted accordingly.
P5	SFA, TC	<ul style="list-style-type: none"> worked as a team good partnerships with pupils and staff
P6	ZF, SFAs, TSW, Tog, TC, QCT modelling	<ul style="list-style-type: none"> partnership around interventions TSW, SFA and Tog
P7	ZF, SFA, TSW, Tog, TC, QCT modelling	<ul style="list-style-type: none"> work planned together consultation at every stage work evaluated
P8	QCT, ZFg, IC, TOg, TC	<ul style="list-style-type: none"> worked with staff when planning and evaluating success of project with task group presented meetings to ensure staff are aware of how to support children in class
P9	TOg	<ul style="list-style-type: none"> came into school and led sessions with 2 groups to support TA, taking the lead gave constructive criticism to enable TA to lead groups independently evaluated results, forwarded them and certificates able to contact her if in need of future support
P10	ZF, SFA, TSWg, TOg	No evidence cited
P11	SFA, TSW, TOg	<ul style="list-style-type: none"> worked together more able and so more able to reinforce the SFA training aspect supportive ethos generated.
P12	QCT, PATH, ZF, HPP, TSW, LMen, LuS, TSWg, TOg, DW, QCTg, FC, TW, TBP	<ul style="list-style-type: none"> very good relationship totally supportive and committed to our school advice always available.
P13	SFA, TOg	<ul style="list-style-type: none"> when setting up the group we received good partnership support
P14	HPP, PATH,	<ul style="list-style-type: none"> dialogue of discussion linked to aim of making playtimes happier
P15	QCT, TSWg, TC, QCT modelling, IC	No evidence cited
P16	TSW, TSWg, TC, DW	No evidence cited
P17	PATH, QCT, SF, TSW, TSWg, TOg, QCTg, TC, IC	No evidence cited
P18	ZF, SFA, TOg	<ul style="list-style-type: none"> a partner relationship very supportive and helpful able to give our points of view and listen to each other.
P19	PATH, ZF, HPP, TSW, LuS, TSWg, IC	<ul style="list-style-type: none"> shared understanding gained through INSET Day awareness raising session led to much thought provoking and constructive discussion resulting in new strategies for teaching and learning for key children and small groups.
P20	ZF, QCT, PATH, TSW, LuS, AcList, TC, QCT, IC	<ul style="list-style-type: none"> a very strong relationship part of the team
P21	LuS, SFA, ZF, TW	<ul style="list-style-type: none"> in the past
P22	QCT, QCT modelling	<ul style="list-style-type: none"> whole staff training to develop Circle Time across school
P23	TOg	<ul style="list-style-type: none"> very close working relationship with TA good prior planning with SENCO
P24	QCT	<ul style="list-style-type: none"> favourable comments all staff valued training
P25	TOg	<ul style="list-style-type: none"> worked very clearly to identify children kept informed of significant things from sessions
P26	QCT, QCT modelling	<ul style="list-style-type: none"> partly a partnership (short term) time for discussion with staff during training an equality feel during 2nd training session by showing as well as describing QCT

Key of Activity Codes		
AcList – Active Listening training DW – Drama Work FC – Family Counselling work HPP – Happier Playtimes Project IC – Individual Counselling LMen – Listening Mentor training LuS – Lunchtime Supervisors Training	PATH – Promoting Alternative Tomorrows with Ease PMT – Peer Mediation Training QCT – Quality Circle Time QCTg – Quality Circle Time group work QCT modeling – in-class modeling of approach to staff SFA – solution focused approaches training	TBP – Teddy Bear’s Picnic TC – Treasure Club TW- Transition Work TSW - Therapeutic Storywriting training TSWg – Therapeutic Storywriting Group ZF - Zippy’s Friends ZFg – direct work with children using Zippy’s Friends

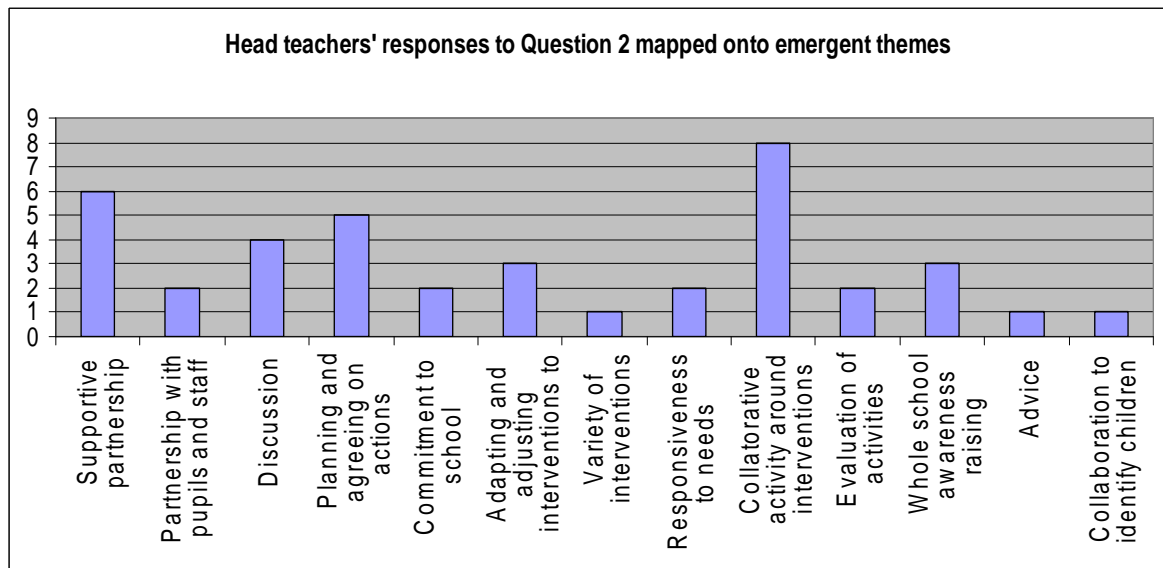
4.4.ii Thematic analysis of responses to Question 2 (Project Schools)

In order to reveal the mechanisms associated with effective partnership, it was decided to further organize the responses contained in Table 4.1, using a phased thematic analysis method suggested by Braun and Clarke (2006). In phase 1, the researcher read the data set thoroughly. Then in phase 2 she worked systematically through the data set for Question 2 from Project Schools, giving full and equal attention to each data item, in order to identify interesting aspects that may form the basis of repeated patterns across the data set. In phase 3, the researcher developed thirteen emergent themes of partnership given by the head teachers. These were named as: supportive partnership; partnership with pupils and staff; discussion; planning and agreeing on activities; commitment to school; adapting and adjusting interventions to need; variety of interventions; responsiveness to needs; collaborative activity around interventions; evaluation of activities; whole school awareness raising; advice; collaboration around identification of vulnerable children.

The first level of Phase 4 consisted of reconsidering the Project School head teachers’ responses and mapped them onto the emergent themes. Each head teacher’s response was coded with their school’s code. In the mapping exercise a school code could be entered into more than one theme category, but could not be entered more than once into the same

category. The mapping can be found in Appendix VI. Figure 4.1 shows the distribution of the Project School head teachers' responses with regard to the identified emergent themes.

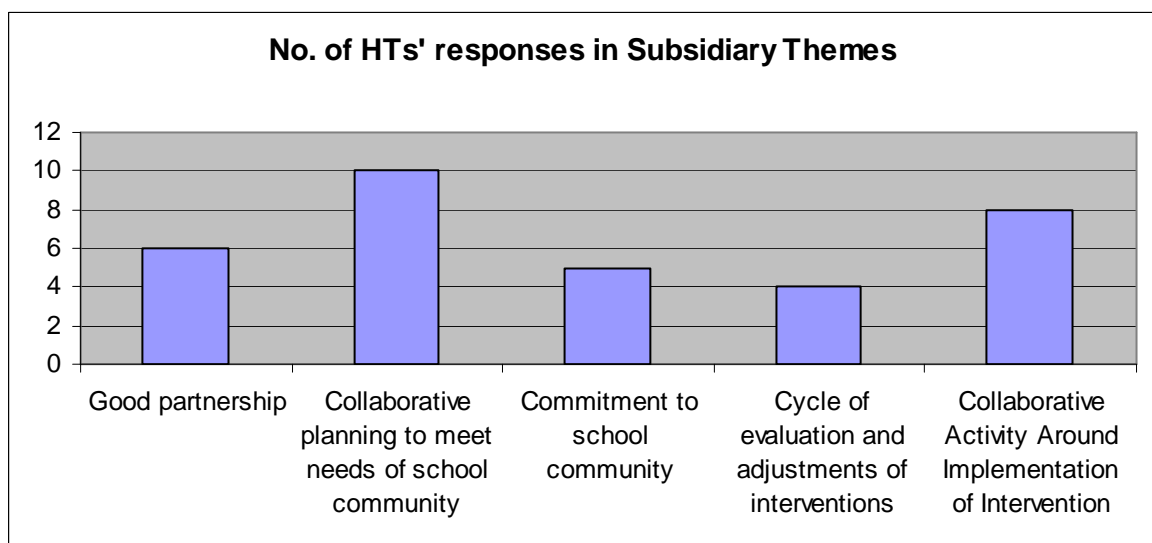
Figure 4.1: Distribution of head teachers' responses (Project Schools) with regard to emergent themes (mechanisms) for question 2



The researcher considered the emergent themes to be mechanisms of 'participatory partnership' work with Project Schools. In the second level of phase 4 the emergent themes were further organised into five subsidiary themes: good partnership; collaborative planning to meet the needs of the school community; commitment to the school community; cycle of evaluation and adjustments of interventions; and collaborative activity around the implementation of intervention. Appendix VII shows the number of responses that could be mapped onto the subsidiary themes. These subsidiary themes were considered to be stronger than the emergent themes, and could be viewed as strong mechanisms. To strengthen the analysis the researcher then mapped the head teachers' responses (Appendix V) onto the subsidiary themes. As before, a school code could be

entered into more than one theme category, but could not be entered more than once into the same category. The distribution of head teachers' responses for each of the subsidiary themes is shown in Figure 4.2.

Figure 4.2: Distribution of head teachers' responses (Project Schools) with regard to subsidiary themes (strong mechanisms) for question 2

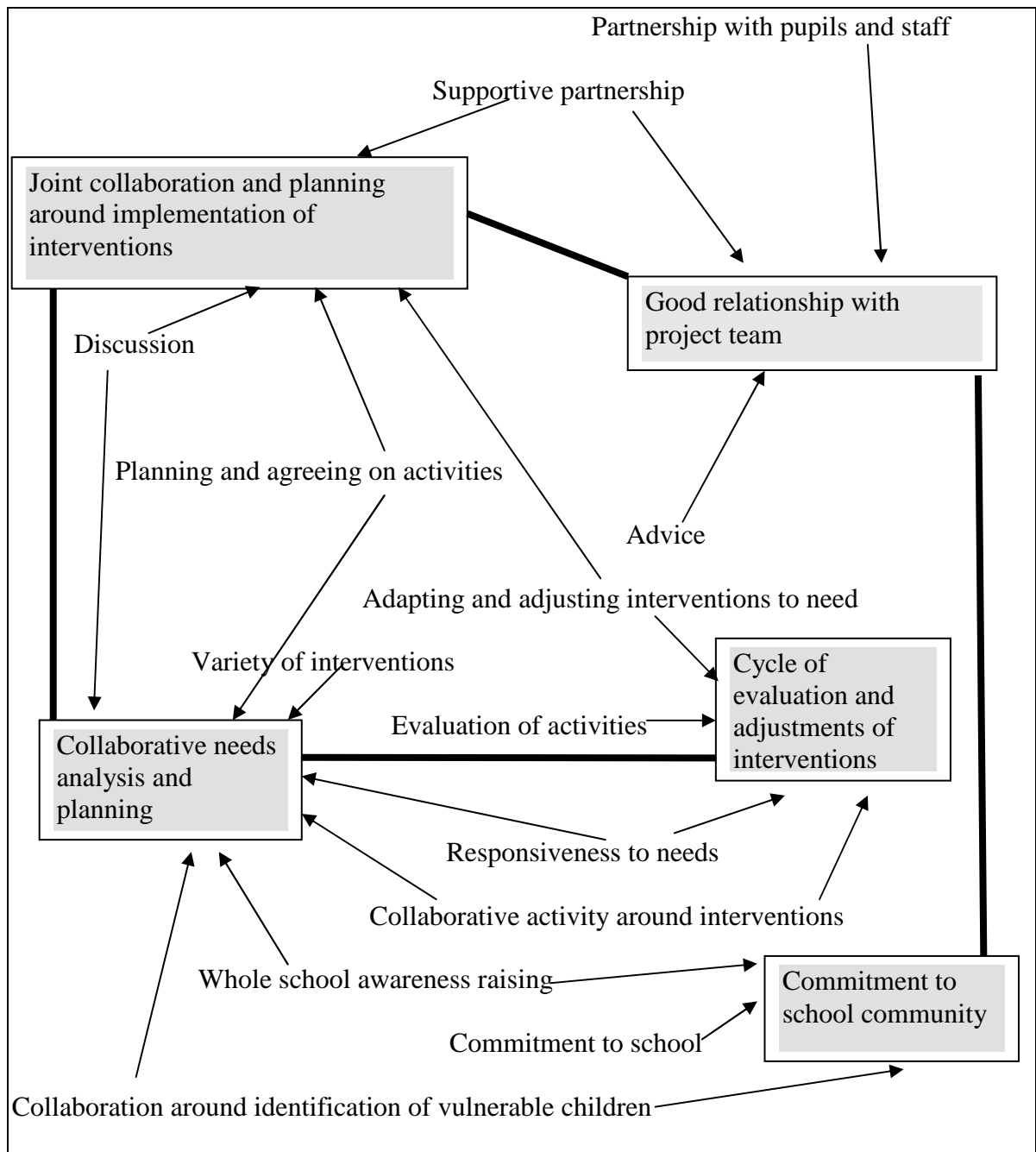


In phase 5 the subsidiary themes (or strong mechanisms) were further organised into two main themes which were named 'collaborative planning activity sustained over time' and secondly, 'committed, responsive relationship to school community'. In the first main theme were placed the subsidiary themes of: collaborative planning to meet needs of school community; cycle of evaluation and adjustments of interventions; and collaborative activity around implementation of intervention. In the second main theme the researcher placed the subsidiary themes of good partnership; and commitment to school community. The head teachers' responses were then mapped onto these two main themes using the method previously described. This gave a ratio of 17 to 10 responses for, respectively, collaborative planning activity sustained over time, and committed, responsive relationship

to school community. These main themes were viewed by the researcher as very strong mechanisms associated with effective partnership.

The researcher has developed two thematic maps similar to those shown by Braun and Clarke (2006) to illustrate the development of these emergent, subsidiary and main themes. The initial thematic map, Figure 4.3, illustrates the mapping of emergent themes derived from the raw data from the questionnaire (condensed into key points for Table 4.1) onto five subsidiary themes. The second thematic map (Figure 4.4) illustrates the final phase of the thematic analysis when the five subsidiary themes were organised into the two main themes. Table 4.2 also shows the process of the thematic analysis of the head teachers' responses to Question 2 and summarises the stages of development of the main themes. The number of responses from Project Schools for each of the subsidiary themes (or strong mechanisms) is shown in Appendix VII.

Figure 4.3: Initial thematic map of subsidiary themes developed from emergent themes for Project School head teachers' responses to question 2 about partnership



Key: Emergent Themes or Mechanisms

Figure 4.4: Final thematic map of main themes developed from subsidiary themes for Project School head teachers' responses about partnership with Treasure Project

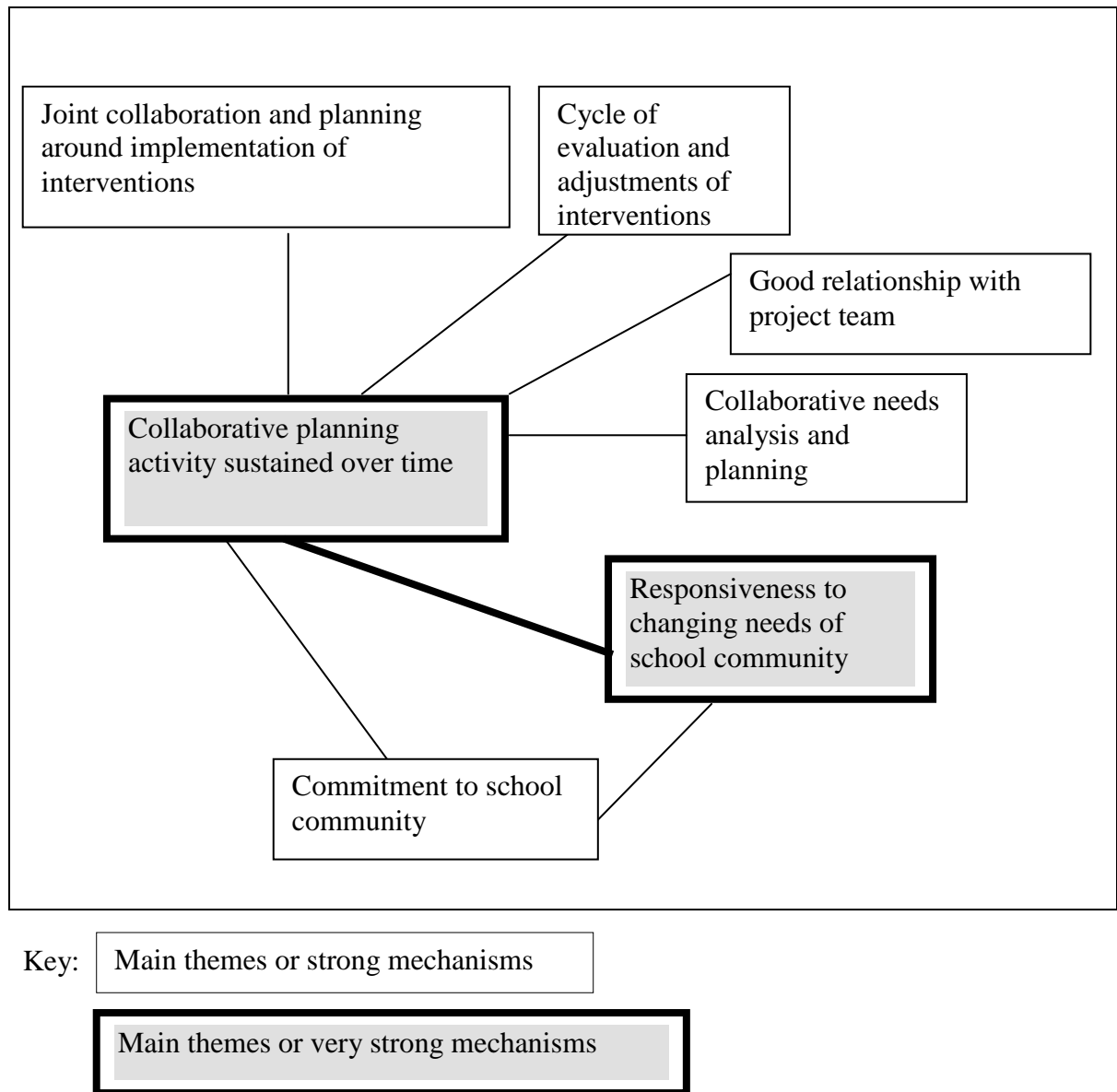


Table 4.2: Development of themes around partnership with Treasure Project

Emergent themes	HT responses' in emergent themes/no. of schools	Subsidiary Themes	Emergent themes falling into subsidiary themes	No. of HTs' responses in subsidiary themes	Main themes
1. Supportive partnership acknowledged	P1, P5, P11, P12, P20, P23 = 6	<div>Good partnership</div> <div>→</div>	1, 2, 12	6	<div>Collaborative planning activity sustained over time</div>
2. Partnership with pupils and staff acknowledged	P5, P3 = 2				
3. Discussion acknowledged	P2, P4, P14, P26 = 4				
4. Planning and agreeing on activities acknowledged	P2, P7, P8, P14, P23 = 5	<div>Collaborative planning to meet needs of school community</div> <div>→</div>	3 , 4, 8, 13	10	
5. Commitment to school acknowledged	P3 , P12 = 2				
6. Adapting and adjusting interventions to need acknowledged	P3, P4, P7 = 3				
7. Variety of interventions acknowledged	P3 = 1	<div>Commitment to school community</div> <div>→</div>	5, 11	5	<div>Committed, responsive relationship to school community</div>
8. Responsiveness to needs acknowledged	P3, P4 = 2				
9. Collaborative activity around interventions acknowledged	P6, P9, P11, P13, P18, P21, P24, P26 = 8				
10. Evaluation of activities acknowledged	P7, P8 = 2	<div>Cycle of evaluation and adjustments of interventions</div> <div>→</div>	7, 10, 13	4	
11. Whole school awareness raising acknowledged	P8, P19, P22 = 3				
12. Advice acknowledged	P12 = 1				
13. Collaboration around identification of vulnerable children acknowledged	P25 =1	<div>Collaborative Activity Around Implementation of Intervention</div> <div>→</div>	6, 9	8	

4.4.iii Non-Project School head teachers' responses to Question 2

In their responses to Question 2, 11 of the 19 Non-Project School head teachers (57.9%) answered 'Yes', 6 of the 19 (31.6%) answered 'No', and 2 did not answer this part of the question (10.5%). The non-Project Schools were not viewed by the researcher as being in a participatory partnership with the Treasure Project team because the Project Coordinators had not visited the schools on a regular basis, nor had they delivered any whole school training within the schools. In most instances, staff of Non-Project Schools had only attended one external training course, or had been trained in one particular approach, or only one direct intervention had taken place in the school. However 12 of the 19 Non-Project School head teachers answered 'Yes' to the 'working in partnership' question and viewed themselves as in a partner relationship with the project team (see Appendix VI), so the researcher thought that these responses needed to be examined. Table 4.3 summarises the responses from the 12 Non-Project School head teachers who answered 'Yes' to Question 2.

Table 4.3: Non-Project Schools head teachers' responses to question 2 about partnership with the Treasure Project

Question 2: The Treasure Project team works in partnership with schools and other agencies to develop package of intervention/support to promote the emotional wellbeing of children within school communities. Would you view your schools' work with the team as being within a partnership relationship?		
School code	Treasure Project activities within school	Response to Question 2
NP2 – Z2	ZF	Yes. Training attended has been very useful. I am aware that there is free training available on Circle Time, etc.
NP4-Z4	ZF	The staff who followed the Zippy's programme had not been on the previous training and have had little to do with the partnership.
NP6-Z6	ZF	Yes. I have worked closely with ***** to deliver Zippy's Friends in school.
NP7-Z7	ZF	Yes.
NP8-Z8	ZF	Yes. You feel that support and advice is there if you need it.
NP11- SF3	SFA TOg	Yes. ***** came into school and we discussed suitable children who would benefit from the project. We set up a series of sessions which I watched, with a little participation at first. Towards the end of the sessions, I then took over, with continued advice and direction from *****.
NP12- SF4	SFA	Yes. Initial meeting to discuss resources and the way the project could work. No further contact.
NP13-SF5	SFA	Yes.
NP15-TSW2	TSW	Yes. There is ongoing partnership. I have access to support by Email, contact with EP in school and can access TSW website. I propose attending 'follow up' workshop.
NP16-TSW3	TSWg	Yes. Only somewhat – as part of a package of measures to support one child with behavioural problems, -but it took place outside the classroom and only the general plans were shared with the class teacher.
NP18-TSW5	TSW	Yes. I know that members of the project are obtainable and very willingly to support staff. Plenty of e mails between me and *****, for example.
NP19-TSW6	TSWg	Yes. But would have appreciated face to face feedback on how our pupils responded in the group and any factors which came to light which would help us to understand our children facing difficulties better. Appreciated confidentiality of group but would have appreciated more sharing with school.

Key of Activity Codes
SFA – Solution Focused Approaches training TOg – Treasuring Ourselves (solution focused) group TSW - Therapeutic Storywriting training TSWg – Therapeutic Storywriting Group ZF - Zippy's Friends ZFg – direct work with children using Zippy's Friends

(Non-Project Schools who replied 'No', or did not cite evidence of partnership, were not included.)

The mechanisms identified by the Non-Project School head teachers were mapped on to the main themes (or strong mechanisms) about partnership previously identified from Project School head teachers' responses to Question 2; these are shown in Table 4.4. It can be seen that there is little evidence of the identified strong partnership mechanisms in the 12 Non-Project Schools which had indicated that they thought they were in a partnership relationship with the Treasure Project team. This would seem to affirm that the subsidiary themes identified for Project Schools were strong mechanisms for effective participatory partnership (see Appendix VII).

Table 4.4: Evidence of partnership from Non-Project School head teachers' responses to question 2

Subsidiary theme (or strong mechanism)	School coding	No. of times mentioned
1. Good partnership	NP15-TSW2	1
2. Collaborative planning to meet needs of school community	NP12-SF4	1
3. Commitment to school community		
4. Cycle of evaluation and adjustments of interventions		
5. Collaborative activity around implementation of intervention	NP6-Z6, NP11-SF3, NP16-TSW3	3

4.4.iv Project school head teachers' responses to Question 3

The Project School head teachers' responses to Question 3, *'In your view what have been the most useful aspects of the Treasure Project team's work with your school community and for what reason?'*, have been presented in a tabular form in Table 4.5 and in Appendix VIII. Table 4.5 also shows the Treasure Project activities that had taken place in the school. The coding for these activities can be found at the end of the table. Table 4.5 also indicates in bold any specific mechanisms mentioned by head teachers as being 'most useful' in their responses to Question 3. A shortened version of the head teachers' response to

Question 3 is listed against each school. Comments not relating to the question were not included in the summary table. For example, school P3's head teacher wrote: *'Sharing expertise in a lively and meaningful manner to all staff – empowering and inspiring. Hands on support has been most meaningful to all pupils with difficulties in a wide variety of constructive and again empowering ways. 'Presence' in school was ALWAYS very precious and has been sadly missed over the last 18 months.'* This was recorded on the table as: *'Sharing expertise in lively and meaningful manner to all staff – empowering and inspiring: Hands-on support pupils with difficulties in wide variety constructive empowering, ways: 'Presence' in school.'* The full response to the question and its shortened version can be found in Appendix VIII.

It is clear from the responses to the question about the 'most useful aspect of "Treasure Project" work with school' was open to a variety of interpretations. The researcher decided to bring to the surface 'regularities' by organising the data into reported mechanisms and outcomes. The researcher coded the head teachers' responses to distinguish between different outcomes. If the head teachers had noted a positive impact on pupils or families this was coded P, a positive impact on the capacity of key staff was coded C and a positive impact on the general capacity of the whole school community was coded W. The researcher interpreted the comments in order to decide on this coding, so the allocation is somewhat subjective. The coding did not take account of the actual activities that the school had been involved in – for example, if a school staff member had been trained to facilitate therapeutic storywriting groups – but this was not noted by the head teacher as being 'most useful' then it was not viewed as a key outcome for that particular school. The specific coding of the responses is shown in Appendix VIII and a summary is in Table 4.5.

Table 4.5: Summary of Project School head teachers' response to question 3 about the most useful aspects of Treasure Project – categorised into outcomes: 1) positive impact on pupils or families, 2) building capacity of key staff and 3) building capacity of whole school community

School Code	Treasure Project Activities (Mechanisms)	Most Useful Aspect of Treasure Project work with school – synopsis of responses (Mechanisms Highlighted in Bold)	Positive Impact* (Outcomes)
P1	QCT/TC	<ul style="list-style-type: none"> Some pupils improved co-operation skills 	P
P2	PMT, TSWg, DW, TBP	<ul style="list-style-type: none"> PMT training for staff and pupils Older children support peers and are involved decision making Children supported Opportunity to have a voice. 	P, C, W
P3	QCT, ZF, TSW, LuS, TSWg, TC, DW, ZF & QCT modelling, motorskills	<ul style="list-style-type: none"> Sharing expertise in lively and meaningful manner to all staff – empowering and inspiring. Hands-on support pupils with difficulties in wide variety constructive empowering, ways. 'Presence' in school 	P, C, W
P4	QCT, PATH, HPP	<ul style="list-style-type: none"> HPP helped parents and dinner ladies gain better understanding of what it's like to be a child on the playground. QCT - team building exercise. PATH express views of where the school is headed for staff across the whole school community and governors 	W
P5	SFA, TC	<ul style="list-style-type: none"> Pupils' voice heard in a small group supportive environment. 	P
P6	ZF, SFAs, TSW, TOg, TC, QCT modelling	<ul style="list-style-type: none"> TOg - raising self esteem of target children, valuable and successful. TSWg supportive caring atmosphere which relaxes children – good role modelling/sharing Zippy's Friends – good support for bereaved children 	P, C
P7	ZF, SFA, TSW, Tog, TC, QCT modelling	<ul style="list-style-type: none"> QCT, whole school training in theory and practice ZF very successful in supporting children to develop empathy. TOg children found this helpful and positive parent comments 	C, P, W
P8	QCT, ZFg, IC, TOg, TC	<ul style="list-style-type: none"> Staff meetings Positive effect on children with low self-esteem 	W, P
P9	TOg	<ul style="list-style-type: none"> TOg empowered children to be more independent, enabled them a voice, realised that they can help themselves with self help strategies TA able to run groups independently after joint facilitation and recommended training to others 	P, C
P10	ZF, SFA, TSWg, TOg	<ul style="list-style-type: none"> TSW helped children and their families understand issues and children better 	P
P11	SFA, TSW, TOg	<ul style="list-style-type: none"> Vulnerable EBD pupils remain in the mainstream most having a relatively successful school experience most of the time 	P
P12	QCT, PATH, ZF, HPP, TSW, LMen, LuS, TSWg, TOg, DW, QCTg, FC, TW, TBP	<ul style="list-style-type: none"> TOg and FC (short term) offer almost immediate support to the children and families in need. Whole school PATH INSET, Quality Circle Time work and the Happier Playtimes project far reaching impact upon whole school. 	P, C, W
P13	SFA, TOg	<ul style="list-style-type: none"> TOg enabled highlighting of a specific problem with a pupil Some children found process valuable. 	P
P14	HPP, PATH,	<ul style="list-style-type: none"> HPP (including PATH) Initiated new ideas, enthused members of the school community Children enjoyed HPP 	C, P, W
P15	QCT, TSW, TC, QCTmodelling, IC	<ul style="list-style-type: none"> Counselling helpful TSW worked well 	P, C
P16	TSW, TSWg, TC, DW	<ul style="list-style-type: none"> Brought children together develop an understanding of each other's needs. 	P
P17	PATH, QCT, SFA, TSW, TSWg, TOg, QCTg, TC, IC	<ul style="list-style-type: none"> TSW great value children enabled to talk openly and share issues teachers. 	P
P18	ZF, SFA, TOg	<ul style="list-style-type: none"> TA able to get to know children better, gave them opportunity to express their feelings, and thoughts in a small, safe group Children's self-esteem has improved More confidence in their own academic abilities 	P

School Code	Treasure Project Activities (Mechanisms)	Most Useful Aspect of Treasure Project work with school – synopsis of responses (Mechanisms Highlighted in Bold)	Positive Impact* (Outcomes)
P19	PATH, ZF, HPP, TSW, LuS, TSWg, IC	<ul style="list-style-type: none"> • Team Building, many colleagues felt performance and strategies dealing with pupils' problems were enhanced 	C, W
P20	ZF, QCT, PATH, TSW, LuS, AcList, TC, QCT, IC	<ul style="list-style-type: none"> • Every aspect positive impact on children's emotional intelligence • IC has ensured vulnerable children function successfully in school, improved behaviour • Staff enjoyed PATH everyone opportunity to contribute • Lunchtime TC enabled many children to have positive experiences at lunchtime 	P, W
P21	LuS, SFA, ZF, TW	<ul style="list-style-type: none"> • TW useful to pupils' needs • Teachers appreciated Zippy's Friends training and materials 	P, C
P22	QCT, QCTmodelling	<ul style="list-style-type: none"> • QCT immersed the staff in the thinking and principles behind Circle Time and developed a cohesive approach to PSHE 	C, W
P23	TOg	<ul style="list-style-type: none"> • Much calmer approach to life from targeted children following the group work 	P
P24	QCT	<ul style="list-style-type: none"> • (QCT) Staff reported children engaging discussions and taking part in learning. 	P, C
P25	TOg,	<ul style="list-style-type: none"> • Training TA to lead further sessions • Benefit some children and links parents. 	C, P
P26	QCT, QCTmodelling	<ul style="list-style-type: none"> • (QCT) Staff positive about Circle Time - allowed children to speak out more with improved confidence and self-awareness • Younger children were developing turn-taking and emotional vocabulary • Teacher able to learn about individual children's lives and feelings. • Older children found a sense of purpose about Circle Time leading to increase in participation and developing language use /beginning to deal with conflict 	C, P, W

*Positive Impact on Pupils or Families (P), Capacity of Key Staff (C), Capacity of Whole School Community (W)

Total Number of Project Schools = 26 Most Useful Aspect of Treasure Project team's work with school:- 1) Positive Impact on Pupils or Families = 22 (85% of PS to 1 d.pl.) 2) Building Capacity of Key Staff = 15 (58% of PS to 1 d.pl.) 3) Building Capacity of Whole School Community = 12 (46% of PS to 1 d.pl.)		No. of Ps = 22 No. of Cs= 15 No. of Ws = 11
Key of Activity Codes		
AcList – Active Listening training DW – Drama Work FC – Family Counselling work HPP – Happier Playtimes Project IC – Individual Counselling LMen – Listening Mentor training LuS – Lunchtime Supervisors Training PATH – Promoting Alternative Tomorrows with Ease PMT – Peer Mediation Training QCT – Quality Circle Time QCTg – Quality Circle Time group work	QCT modeling – modeling of a Quality Circle Time to staff with a group of children SFA – Solution Focused Approaches training TBP – Teddy Bear's Picnic TC – Treasure Club Tog – Treasuring Ourselves (solution focused) group TW- Transition Work TSW – Therapeutic Storywriting training TSWg – Therapeutic Storywriting Group ZF – Zippy's Friends ZFg – direct work with children using Zippy's Friends	

It can be seen that the responses to Question 3 provided evidence that the Treasure Project had notable impact across all three levels of the school community: at the individual level, the capacity building for key school staff members, and also across the whole school community. It can also be seen that some of the activities that had taken place had more impact than others. However these findings must be interpreted with caution because the question ‘most useful’ may have led head teachers to believe only a comment about one specific intervention was required and so the responses to this question can only be seen as part of the whole body of evidence about the impact of the Treasure Project. The researcher thought it was reasonable to assume that if an intervention had been mentioned it had been seen as an effective mechanism by that head teacher. Effective mechanisms mentioned by Project School head teachers were as follows:

- Peer Mediation Training
- sharing expertise in a lively and meaningful manner to all staff
- hands-on support both individual and group, presence in school
- Happier Playtimes Projects
- Quality Circle Time training
- PATH school development work
- Treasuring Ourselves and Therapeutic Storywriting Group work
- Zippy’s Friends
- joint facilitation of groups
- lunch time Treasure Clubs
- training of teaching assistants

4.4.v Non-Project School head teachers' responses to Question 3

Non-Project head teachers' responses about the most useful aspect of the Treasure Project were also analysed. These head teachers were only able to comment on the particular training or single intervention that had taken place in their school. Their comments about the positive impact of a training course and/or single intervention can be found in Table 4.6. As in Table 4.5 above, the identified mechanisms are in bold. In most cases the obvious mechanism, i.e. the particular training course or intervention that the school had experience of, was mentioned as a mechanism. Thirteen head teachers of Non Project Schools noted the positive impact on pupils and their families as the 'most useful' aspect of the project, and eight head teachers noted the positive impact on the capacity of staff. Only one head teacher mentioned a positive impact on the whole school community. This would be an expected response. The mechanisms mentioned by Non Project School head teachers are already included in the strong mechanisms mentioned by Project School head teachers in response to Question 3.

Table 4.6: Summary of Non-Project School head teachers' positive responses to question 3 about the most useful aspects of Treasure Project – categorised into outcomes: 1) positive impact on pupils or families, 2) building capacity of key staff and 3) building capacity of whole school community

School Code	Treasure Project Activities (Mechanisms)	Most Useful Aspect of Treasure Project work with school – Summary of Positive Responses (Mechanisms Highlighted in bold)	Positive Impact* (Outcomes)
NP1-Z1	ZF	Zippy programme and activities (M) – relevant and enjoyable for our children (O)	P
NP2 – Z2	ZF	I attended the Zippy's Friends training and trailed it with my class of Year 2 children. (M) They enjoyed it and benefitted from it (O).	P
NP3 – Z3	ZF	The children are enthusiastic about Zippy's Friends and Zippy Time. (O)	P
NP4-Z4	ZF	The children have enjoyed the Zippy activities and it provided a good support for PHSE. (O)	P & C
NP5-Z5	ZF	Good Resource Pack for Zippy's Friends . I loved the sessions with my Y1/Y2 class last year and it produced lots of good discussion and relationships between the children.(O) Used programme exactly as trained as found it really good. (M).	P C
NP6-Z6	ZF	Zippy's Friends has had a large impact on the children's emotional wellbeing in Y1(O). This has then been reflected in the scores in their Foundation Stage Profiles which we continue into Y1 (O).	P
NP7-Z7	ZF	Support for delivering sensitive and difficult messages with young children. (O)	C
NP8-Z8	ZF	The access to continued support and advice in all Treasure Project's (not only Zippy's Friends). (M)	
NP9-SF1	SFA TOg	Students that took part have developed key relationships with staff. (O) Has given them the tools to use within school and at home.(O)	P W
NP11- SF3	SFA TOg	We have now also trained a SNTA to continue with the project.(O) We are targeting children who have low self-esteem, who are very quiet or who need a way to help them sort out worries, behaviour issues that they may have.(C)	C P
NP12- SF4	SFA	Sharing of resources, giving an outline of the project.(M)	C
NP14-TSW1	TSW	Therapeutic Storywriting group work has been successful (M)– will continue to run further groups (O)- children benefit greatly from additional support. (O)	C P
NP15-TSW2	TSW	The TSW training has enhanced my work as SENCo and as assistant head of pastoral care.(O) The support the group has already given to children with emotional needs is measurable. (O)	C P
NP16-TSW3	TSWg	It gave emotional support to some other 'poor' writers (O).	P
NP18-TSW5	TSW	Therapeutic Story writing (M)has given me (SENCO) a great opportunity to work with some difficult children in a very positive way. (O) It has also given me a skill which I can use in the future for other children, as well as a renewed understanding of some aspects of psychological theory which can influence all areas of work with children.(O)	C P
NP19-TSW6	TSWg	Provision of a small group opportunity of a high professional standard (M) to help specific children gain more confidence. (O)	P

* Impact on Pupils or Families (P), Capacity of Key School Staff (C), Capacity of Whole School Staff (W)

Total Number of Non Project Schools = 19 Most Useful Aspect of Treasure Project team's work with school:- 1) Positive Impact on Pupils or Families = 13 (68% of NPS to 1 d.pl.) 2) Building Capacity of Key Staff = 7 (37% of NPS to 1d.pl.) 3) Building Capacity of Whole School Staff = 1 (5% of NPS to 1 d.pl.)	No. of Ps = 13 No. of Cs= 7 No. of Ws = 1 No. of no response = 2
Key of Activity Codes SFA – Solution Focused Approaches training Tog – Treasuring Ourselves (solution focused) group ZF – Zippy's Friends ZFg – direct work with children using Zippy's Friends TSW – Therapeutic Storywriting training TSWg – Therapeutic Storywriting Group	

4.4.vi Project school head teachers' responses to Question 4

Question 4 was designed with the specific intention of helping head teachers to reflect on a broader, ecological definition of mental health and emotional wellbeing promotion.

Question 4 asked, '*What has been (if any) the impact of the Treasure Project on the emotional wellbeing of children in your school in the following areas: Changes in the school environment or general ethos? Changes in children's self-esteem? Changes in the children's ability to process emotions? Changes in the children's self-management skills? Children in the children's social participation?*' By structuring Question 4 in this way head teachers were guided to note any changes in five of the positive elements within MacDonald and O'Hara's (1998) model outlined in Figure 2.2. The researcher hoped the design of this question would produce data that would reveal a broader set of outcomes resulting from effective mechanisms and contexts associated with the Treasure Project in the area of promoting children's mental health and emotional wellbeing.

It should be noted that some of the head teachers gave the same answer for some or all of the elements, so in these cases the intended purpose was lost. However, the majority of head teachers did distinguish between the elements and therefore the researcher felt that it had been helpful to use this broader definition of mental health and emotional wellbeing to interpret the impact of the project. As for previous questions, responses to Question 4 by Project School and Non-Project School head teachers have been tabulated and can be found in Appendices X and XI. Table 4.7 and Table 4.8 below show this information in a more condensed form for Project and Non-Project Schools respectively. All the information in these two tables was viewed as evidence of outcomes in the area of mental health and emotional wellbeing promotion.

Table 4.7: Main impact of Treasure Project on children's mental health and emotional wellbeing from question 4 in Project Schools

Question 4: What has been (if any) the impact of the Treasure Project on the emotional wellbeing of children in your school in the following areas:?					
	<i>Changes in the school environment or general ethos?</i>	<i>Changes in children's self-esteem?</i>	<i>Changes in the children's ability to process emotions?</i>	<i>Changes in the children's self-management skills?</i>	<i>Changes in the children's social participation?</i>
Main impact	<p>Behaviour policy developed</p> <p>Peer mediation/circle time to support children with specific needs</p> <p>Areas in the playground set up for children to talk to peers if they are unhappy.</p> <p>Emotional well-being/circle time discussions valued.</p> <p>SEAL programme now working well and promoted.</p> <p>Recognised that we needed to give children greater opportunity to express their emotions. So we have taken on <u>in part</u> SEAL.</p> <p>All staff are using the techniques taught in circle time, etc.</p> <p>More independent children.</p> <p>More confident children.</p> <p>Happier children.</p> <p>Aided calm atmosphere in school.</p>	<p>More confident about expressing themselves.</p> <p>Impacted on some pupils' self esteem and confidence</p> <p>Positive changes seen by staff in a significant proportion</p> <p>Apparent in 2 particular children who seem better able to deal with 'putdowns'</p> <p>Very positive – also appreciated by the parents</p> <p>Aided as self-esteem has improved.</p> <p>Almost all of those initially involved are still full time at school so it would be fair to claim that these pupils are maturing more rapidly in understanding and controlling their pubescent emotions</p> <p>Confidence and openness improved</p> <p>For some children good changes.</p> <p>More genteel of the children feel more 'included' in playtimes.</p> <p>Improved, more able to reflect.</p> <p>Improvement in self-confidence</p> <p>Younger children felt they could ask questions</p>	<p>Zippy's Friends empowers children to openly discuss.</p> <p>SEAL activities also allow development of emotional literacy.</p> <p>Reference still made 18 months on to Treasure Project groups by current Year 6 pupils – empowered them to discuss issues.</p> <p>Greater vocabulary which enables them to have greater understanding and awareness of others.</p> <p>One pupil relates well to a particular member of staff and shares concerns</p> <p>Gives many framework to support feelings</p> <p>The programme gave the children the tool for expressing emotions and time to share feelings.</p> <p>Groups supported each other – using respect to listen and time to answer.</p> <p>Some children are able to manage emotions better.</p> <p>Positive emphasis engages pupils in being supportive to others – reflects their advice and support back on themselves.</p> <p>For the few – yes.</p> <p>For some, yes.</p> <p>Very slight for younger children.</p>	<p>Peer mediation/circle time</p> <p>Children had courage to stand for School Council leadership roles</p> <p>More aware and so able to express feelings</p> <p>Some evidence across group of Year 1 pupils</p> <p>Children have strategies to use in school work/play environment</p> <p>Being aware that they could help themselves hugely helped the children.</p> <p>Positive impact.</p> <p>Pupils love the high demand of participation in the sessions.</p> <p>Children are more aware of strategies they can use.</p> <p>More games being played. With some children increased creativity.</p> <p>Much improved</p> <p>Learning to set themselves their own targets has helped them with the understanding of why the teacher sets them targets</p> <p>Better organisation – through experiences such as mind-mapping.</p> <p>Very successful at the transition point KS2> KS3.</p>	<p>Showing of compassion towards younger children.</p> <p>Greater understanding and tolerance of others</p> <p>More variety <u>lunchtime</u> games offered to children.</p> <p>Less difficulties in playground</p> <p>Children are becoming more aware of others' needs/moods/emotions and so are able to adapt their own behaviour on occasions</p> <p>An improvement in children coping better with others.</p> <p>Worked well with the older children involved.</p> <p>Children start to 'blossom'. One of the girls in a year 5 group now participates in groups rather than being on fringes.</p> <p>Positive impact.</p> <p>More cross age play at playtimes.</p> <p>Older children organise lunchtime clubs.</p> <p>Pupils were more outgoing.</p> <p>Social participation is more structured.</p> <p>Participation increased by the younger students</p>

	<i>Changes in the school environment or general ethos?</i>	<i>Changes in children's self-esteem?</i>	<i>Changes in the children's ability to process emotions?</i>	<i>Changes in the children's self-management skills?</i>	<i>Changes in the children's social participation?</i>
	<p>Pupils feel more supported, they seek help more appropriately, they generate more strategies and are more supportive of peers also engaged in the solution focused approach.</p> <p>Much greater awareness by all staff.</p> <p>Improved peer awareness.</p> <p>Quieter playtimes. Better use of school grounds. Children having more confidence in approaching lunchtime supervisors.</p> <p>Very calm. Less disruption because of behavioural issues.</p> <p>Quiet and shaded areas provided for conversation/quiet play.</p> <p>Good method of supporting our school ethos, rules and policies.</p> <p>Focus children are now much calmer. They approach 'problems/issues' with a more balanced approach</p> <p>Tied in well with the ethos, PSHE in school. Made me consider further things that could be done in the future.</p>	<p>Confident. Not afraid to talk to adults.</p> <p>Children involved in 'Treasuring Ourselves' have definitely had a boost to their self-esteem – some short-term and some longer-term</p> <p>Raised.</p> <p>Can express their needs and wants.</p> <p>They feel better about themselves and are happier to deal with situations.</p> <p>Built self esteem</p> <p>7/8 children's self esteem was increased by the sessions.</p> <p>Younger children improved confidence.</p>	<p>Much improved and children are able to vocalise their emotions.</p> <p>Children involved have learnt how to express themselves better, and talk openly about their feelings.</p> <p>One boy learnt how to manage his anger more successfully by considering pathways of acceptable/unacceptable behaviour.</p> <p>Provided with strategies</p> <p>Have language to express themselves and emotions.</p> <p>Children more able to use relevant words to describe their emotions.</p> <p>Developed the process of allowing more thinking time.</p> <p>Children appear to be more able to process emotions.</p> <p>Changes were small but noticeable.</p> <p>Starting to develop the language to talk about emotions.</p>	<p>Definite changes whilst they were engaged in work with XXXX</p> <p>Much more able to manage emotions for most of the group.</p> <p>Turn taking, listening to others.</p>	<p>Friendship groups and support networks are in place.</p> <p>Improved relationships with peers</p> <p>improvements noted in playground social behaviour for one child.</p> <p>More engaged. More positive relationships</p> <p>We feel we are listening more closely to the children.</p> <p>Improved for majority</p> <p>Helped several children socialise better with their peers.</p>

Table 4.8: Main impact of Treasure Project on children's mental health and emotional wellbeing from question 4 in Non-Project Schools

Question 4 (Mechanism): 'What has been (if any) the impact of the Treasure Project on the emotional wellbeing of children in your school in the following areas:'					
	<i>Changes in the school environment or general ethos?</i>	<i>Changes in children's self-esteem?</i>	<i>Changes in the children's ability to process emotions?</i>	<i>Changes in the children's self-management skills?</i>	<i>Changes in the children's social participation?</i>
Main impact of Zippy's Friends	<p>Strategies for making and restoring friendships.</p> <p>Encouraged the children to think about their behaviour and how it would affect others.</p> <p>Much more supportive and considerate of each other.</p> <p>Helped with children's view on friendship</p>	<p>Grown in confidence enabling them to talk fluently to the whole group.</p> <p>More confident and joining in with the activities as time progressed</p> <p>More confident to give own views.</p> <p>More confident about their own wellbeing.</p> <p>Increased.</p> <p>More positive.</p>	<p>More language to talk about emotions.</p> <p>Greater understanding of emotions and how to express what they were feeling.</p> <p>More prepared to talk.</p> <p>Will identify an emotion when had an 'incident'.</p> <p>More able to manage their emotions.</p> <p>Able to label and talk about them.</p>	<p>Some improvements in playtime 'incidents'.</p> <p>Tried to solve problems for themselves at times before seeking out an adult.</p> <p>Discussions and conversations are now instigated by the children.</p> <p>Used the approach to identify targets, for themselves, and monitor their own progress – both academic and social skills.</p>	<p>Think about others and how they might be feeling.</p> <p>More willing to approach children who were on their own.</p> <p>Reference things that happen on playground to Zippy.</p> <p>More able to socialise – using strategies taught.</p> <p>Enhanced the 'caring' side of school.</p>
Main Impact of solution focused approaches training and/or solution focused groups		<p>Positive impact.</p> <p>Raising their self-esteem.</p> <p>Appeared more outwardly confident.</p>	<p>Children find it easier to discuss their emotions with staff members.</p> <p>Worked initially.</p>		<p>Positive impact.</p> <p>Children have made new friends.</p> <p>Not getting into trouble at playtimes.</p> <p>Socially more accepting.</p>
Main Impact of Therapeutic Storywriting Training and/or TSW groups	<p>Increased confidence and has improved attitudes.</p> <p>Quiet room has been tidied up!</p> <p>Reinforcement of the needs of children rather than concentrating on negative behaviour.</p>	<p>Self esteem greatly improved – very proud of work and keen to share ideas.</p> <p>Self-esteem and understanding of self-worth raised.</p> <p>Stronger confidence generally.</p> <p>Improved attitude to writing.</p> <p>Dyspraxic/ASD child keen to write and produced some great stories.</p> <p>EBD child no longer cries during writing lessons!</p> <p>Really enjoyed the group.</p> <p>More confident storywriting in class.</p>	<p>'Recognition' of different reactions to varied emotions – recognising own behaviour issues.</p> <p>Evidence of ability to discuss issues close to him in one of target children.</p>	<p>Ability to say "I'm feeling..."</p> <p>Very noticeable in one particular child.</p> <p>Main child in the group experiencing anger management problems does seem to be coping and actually enjoying his peers more.</p>	<p>Social participation greatly improved.</p> <p>Confidence grown enabling children to 'discuss' their group with others and feel proud of themselves/their achievements.</p> <p>Forged friendships outside of group meetings.</p> <p>Enhanced work already in progress.</p> <p>Improved social awareness and self-esteem.</p>

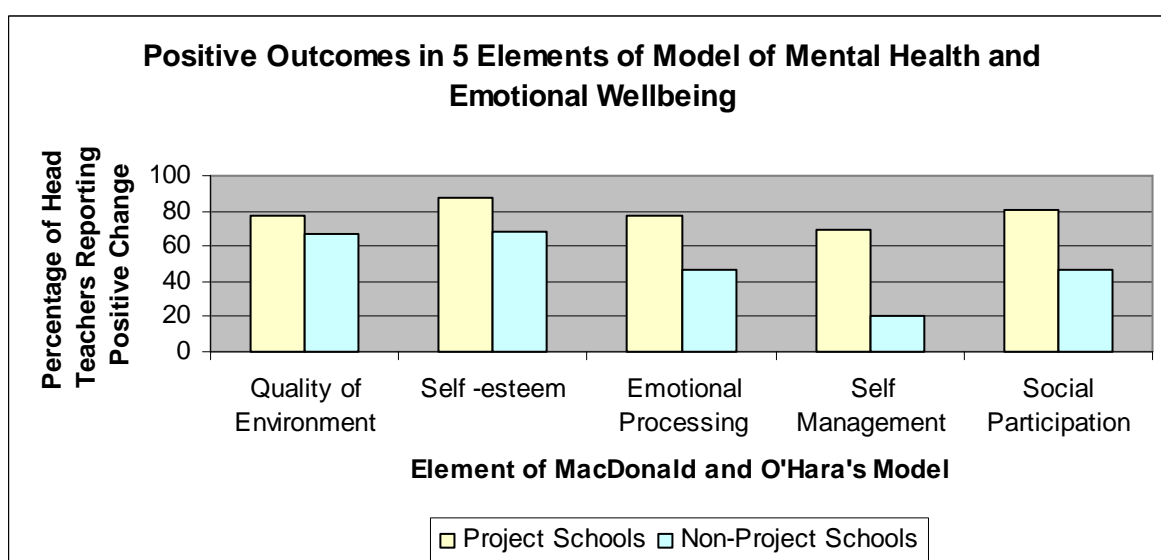
The researcher decided it would be useful to quantify the head teachers' responses listed in Tables 4.7 and 4.8 so that any differences in the distribution of outcomes across the five elements between Project and Non-Project Schools could be brought out. The responses were coded in terms of evidence of positive change. Evidence of a positive change, or a positive outcome associated with the project, would be an answer such as the following: 'Areas in playground set up for children to talk to peers if they are unhappy'. If a head teacher wrote: 'Works in conjunction with the school's ethos on support' or a similar answer this was not viewed as strong enough evidence of a positive outcome. The researcher was aware that the system of categorisation was reliant on her interpretation of 'strong enough evidence' and conducted the encoding activity twice to increase the reliability. Information about the coding of individual comments can be found in Appendices X and XI. The distribution of head teachers' comments, from both Project and Non-Project Schools, about positive outcomes across the five elements is displayed in Table 4.9. The school code represents at least one comment from that the head teacher of that school about positive outcomes in that element.

Table 4.9: Number of Project and Non-Project Schools with positive head teacher comments for question 4

	Positive Responses of PS Schools to Question 4 ‘What has been (if any) the impact of the Treasure Project on the emotional wellbeing of <u>children</u> in your school in the following areas:’				
	<i>Changes in the school environment or general ethos?</i>	<i>Changes in children’s self-esteem?</i>	<i>Changes in the children’s ability to process emotions?</i>	<i>Changes in the children’s self-management skills?</i>	<i>Changes in the children’s social participation?</i>
School Code	P1, P2, P3, P4, P6, P8, P9, P10, P11, P12, P13, P14, P17, P19, P20, P22, P23, P25, P26 NP1-Z1, NP4-Z4, NP5-Z5, NP8-Z8, NP14-TSW1, NP18-TSW5	P2, P4, P5, P6, P7, P8, P9, P10, P11, P12, P13, P14, P15, P16, P17, P18, P20, P21, P22, P23, P24, P25, P26 NP1-Z1, NP4-Z4, NP5-Z5, NP7-Z7, NP8-Z8, NP9-SF1, NP11- SF3, NP12-SF4, NP14-TSW1, NP15-TSW2, NP16-TSW3, NP18-TSW5, NP19-TSW6	P2, P3, P4, P5, P9, P10, P11, P13, P15, P15, P17, P18, P19, P20, P21, P22, P23, P24, P25 NP1-Z1, NP2 – Z2, NP4-Z4, NP5-Z5, NP6-Z6, NP7-Z7, NP8-Z8, NP11- SF3, NP14-TSW1, NP15-TSW2	P2, P3, P4, P5, P6, P7, P9, P10, P11, P12, P14, P17, P18, P19, P20, P21, P23, P26 NP2 – Z2 NP4-Z4 NP7-Z7 NP10- SF2, NP14-TSW1, NP15-TSW2, NP19-TSW6	P1, P2, P3, P4, P7, P8, P9, P10, P12, P13, P14, P16, P17, P18, P19, P20, P21, P22, P23, P24, P25 NP4-Z4, NP5-Z5, NP6-Z6, NP7-Z7, NP8-Z8, NP9-SF1, NP11- SF3, NP12-SF4, NP14-TSW1, NP16-TSW3
Total Number of Schools	Project Schools = 20 Non-Project Schools = 6	Project Schools = 23 Non-Project Schools = 13	Project Schools = 20 Non-Project Schools = 9	Project Schools = 18 Non-Project Schools = 4	Project Schools = 21 Non-Project Schools = 9
Percentage of questionnaires returned from PS or Non-PS (to nearest percentage)	Project Schools = 20/26 = 77% Non-Project Schools = 6/19=67%	Project Schools = 23/26=88% Non-Project Schools = 13/19=68%	Project Schools = 20/26=77% Non-Project Schools = 9/19=47%	Project Schools = 18/26=69% Non-Project Schools = 4/19=21%	Project Schools =21/26=81% Non-Project Schools = 9/19=47%

Table 4.9 seems to show that the Treasure Project has generally impacted positively on children's mental health and emotional wellbeing in both Project and Non-Project Schools, using the framework defined by MacDonald and O'Hara (1998) illustrated in Figure 2.2. When the evidence of positive outcomes shown in Table 4.9 is represented graphically in Figure 5.1 it can be seen that there seems to be a strong difference between Project and Non-Project Schools. The evidence of positive outcomes in the five elements of the model of children's mental health and emotional wellbeing associated with Treasure Project mechanisms seems to be much greater in Project Schools than Non-Project Schools. Even though the structure of the question may have led to some misinterpretation from head teachers it would still appear that there is something about the mechanisms (and/or contexts) in the Project Schools that has enhanced the promotion of children's mental health and emotional wellbeing more than those in the Non-Project Schools.

Figure 4.5: Evidence of positive outcomes in five elements of mental health and emotional wellbeing model in Project and Non-Project Schools



4.4.vii Project School head teachers' responses to Question 5

Question 5 asked, 'What is your general impression of the impact of the "Treasure Project" on families in your school community in terms of: Understanding of children's emotional needs? Parenting skills? Attitude towards school?' As for the previous question, a full set of responses for Question 5 from Project School and Non-Project head teachers can be found in Appendix XII and Appendix XIII, respectively. Table 4.10 shows the data in a more condensed form that is easier for the reader to access. Most of the head teachers' comments are about outcomes, but any about mechanisms are shown in bold. It should be noted that some head teachers did not write an answer to this question (or parts of it) or commented that it did not apply to their school's involvement with the Treasure Project team.

Treasure Project mechanisms noted by the head teachers as being associated with positive parental outcomes were:

- Circle Time
- Promotion of SEAL activities
- Regular input from Treasure Project
- Whole school training
- Happier Playtime Projects (Appendix II)
- Children participating in Treasure Project groups

Table 4.10: Main impact of Treasure Project on families in Project Schools and Non-Project Schools – condensed data for positive outcomes (question 5)

Question 5: ‘What is your general impression of the impact of the Treasure Project on <u>families</u> in your school community in terms of:			
Main Impact	<i>Understanding children’s emotional needs?</i>	<i>Parenting skills?</i>	<i>Attitude towards school?</i>
Project Schools	<p>Good with respect to Circle Time and parents’ perception of how children’s needs are met</p> <p>HUGE! Whole school ethos of valuing circle times and promoting SEAL activities programme. Regular input always valued highly – whole school training highly successful.</p> <p>Parents become more aware of their children’s emotional needs</p> <p>Beginning to have more honest dialogue with parents</p> <p>For the one pupil it had a large impact on the parents’ approach to their child</p> <p>The parents involved appreciated that having Happy Playtimes resulted in children being more engaged in the teaching and learning in lessons.</p> <p>Positive in directing parents thoughts to memories and feelings of childhood e.g. Happier Playtimes Project</p> <p>Parents and carers have been delighted that their children have been supported by the Treasure Project</p> <p>Some impact (2 schools)</p>	<p>A parent showed an interest in the activities – her child was in the Treasure Project group</p> <p>A few parents skills have changed for the better</p> <p>Improved understanding of the importance of play</p> <p>Improved, more able to reflect</p> <p>Made some impact</p>	<p>More positive for proactive role with their children</p> <p>More involvement and awareness of partnership</p> <p>Very supportive</p> <p>For some, yes</p> <p>Positive in encouraging 2 key children to become more self-reliant</p> <p>Saw school as helping children deal with anxieties</p>
Non-Project Schools	<p>Some children shared what they were doing with their parents and some parents were aware through discussions with the class teachers.</p> <p>Very positive. Positive impact.</p> <p>Parents interested and commented positively on their children’s enthusiasm for group. ‘Awareness’ of children’s feelings and emotions increased.</p>	Supportive.	Positive (2 schools)

Key: Mechanisms are shown in bold.

As in the case of the previous question, it was decided to quantify head teachers' identification of positive outcomes in their responses to Question 5. Table 4.11 shows the distribution of noted positive outcomes across the three parts of the question about the impact on families of the Treasure Project in terms of: understanding children's emotional needs; parenting skills; and attitude towards school. The researcher categorised the responses in terms of strong evidence of positive outcomes associated with the project. An example of 'strong evidence' is an answer such as: *'The parents involved appreciated that having Happy Playtimes resulted in children being more engaged in the teaching and learning in lessons.'* However if a head teacher had written: *'May have had unseen impact'*, or a similar answer, this was not viewed as strong evidence of a positive outcome. The researcher was aware of the interpretative nature of the categorisation and conducted the exercise twice, in order to increase reliability. The categorisation of each individual response is shown in Appendices XII and XIII. The number and percentage of positive responses in each are listed in the table below.

Table 4.11: Number of Project and Non-Project Schools with positive comments with regard to impact on families (question 5)

	Positive Responses of Schools to Question 5 ‘What is your general impression of the impact of the Treasure Project on <u>families</u> in your school community in terms of:		
	<i>Understanding children’s emotional needs?</i>	<i>Parenting skills?</i>	<i>Attitude towards school?</i>
School Code	P2, P3, P9, P10, P13, P14, P19, P20, P23 NP7-Z7, NP9-Z9, NP14-TSW1, NP15-TSW2, NP19 – TSW6	P1, P10, P12, P15, P23 NP7-Z7	P7, P9, P12, P13, P14, P15, P19, P23 NP7-Z7, NP9-Z9
Total No. Schools	P Schools = 9 NP Schools = 5	P Schools = 5 NP Schools = 1	P Schools = 8 NP Schools = 2
Percentage of questionnaires returned from PS or Non-PS (to 1 decimal place)	Project Schools = 9/26 35 % Non-Project Schools = 5/19=26%	Project Schools = 5/26=19% Non-Project Schools = 1/19=5%	Project Schools = 8/26=31% Non-Project Schools = 2/19=11%

Table 4.11 seems to show that the Treasure Project has impacted positively on parental outcomes in the area of understanding their children’s emotional needs, their parenting skills and their attitude towards school in both Project and Non-Project schools. The evidence of positive outcomes associated with Treasure Project mechanisms seems to be greater in Project schools than Non-Project schools. However it also seems to be clear that the positive outcomes noted for parents were far fewer than those noticed for children and this is probably because most of the Treasure Project mechanisms were school-based and did not necessarily directly involve parents. Happier Playtimes and Fun Day projects would be an exception to this (Appendix II).

4.4.viii Head teachers' responses to Question 6

Question 6 asked head teachers, '*What is your general impression of the Treasure Project on the school staff's capacity to promote emotional wellbeing of children within the school environment as a result of... :'*'. The various interventions were listed below so that they could be rated as to whether: there had been a general impact on the school; staff could sustain the approach by themselves; staff were using this approach by themselves; and finally whether there had been no impact on staff. As for the previous questions, a full set of responses for Question 6 from Project School and Non-Project head teachers can be found in Appendix XIV. Table 4.12 shows responses from both Project School and Non-Project School head teachers for each intervention. It should be noted that not all head teachers completed this section of the head teacher questionnaire. This may have been a weakness of the design of the questionnaire, rather than the head teacher not being able to use any of the suggested ratings. Therefore any interpretation of the data contained in Table 4.12 should be treated with caution. However, the researcher viewed the data as useful evidence of outcomes associated with mechanisms of the Treasure Project, which could be used for checking hypothesised outcomes within the Programme Specification (Table 3.5).

Table 4.12: Head teachers' rating responses to training impact on school staff's capacity (Project and Non-Project Schools)

Responses to Question 6: 'What is your general impression of the Treasure Project on the school staff's capacity to promote emotional wellbeing of children within the school environment as a result of: <i>(interventions were then listed for rating on the scale below)</i>				
Activity or Training and number of schools involved	Has had general impact on school	Can sustain this approach by themselves	Are using this approach by themselves	Has had no impact on staff
Quality Circle Time Training - 11 (P)	4 P schools	3 P schools	2 P schools	-
Solution Focused Approaches Training - 12 (P) – 5 (NP)	2 P schools	4 P schools	4 P schools 1 NP school	2 P school
Zippy's Friends Training -9 (PS) 8 (NP)	1 P school 1 NP school	4 P schools 5 NP schools	3 P schools 1 NP school	-
PATH session – 6 (P)	3 P schools	2 P schools	-	-
TSW training – 9 (P) – 4 (NP)	1 P school	3 P schools 2 NP schools	2 P schools 1 NP school	3 P schools 1 NP school
Happier Playtimes Project – 4 (P)	2 P schools	2 P schools	-	-
Lunchtime Supervisors' Training – 5 (P)	-	1 P school	-	-
Listening Mentor Training – 1 (P)	-	1 P school	-	-
Peer Mediation Training – 1 (P)	1 P school	-	-	-
Total No. of schools in each rating	15 P schools	20 P schools 7 NP schools	9 P schools 3 NP schools	5 P schools 1 NP school

P = Project School NP = Non-Project School (blank return with no comments are not included)

It can be seen that for many of the Project Schools training in specific approaches or school development work had resulted in long-term outcomes for both the school as whole and the capacity of school staff. None of the Non-Project Schools indicated that there had been a general impact on the school, but many of them indicated long term outcomes for school staff capacity in specific approaches. Five Project and one Non-Project School indicated that the solution focused approaches training and Therapeutic Storywriting training (see Appendix II) had had no impact on school staff.

4.4.ix Non-Project and Project School head teachers' responses to Question 7

Question 7 invited head teachers to add any further comments, and nine Non-Project and ten Project School head teachers responded. Table 4.13 shows the comments in their original form:

Table 4.13: Project and Non-Project head teachers' responses to question 7

	Responses to Question 7 – (Any other comments?)
School Code	Non-Project Schools
NP1-Z1	I attended the Zippy's Friends training and trailed it with my class of Year 2 children. They enjoyed it and benefitted from it but I felt it would be more suitable for Y1 children at our school. We then brought in SEAL over the whole school and trained everyone up in SEAL. The Y1 teacher has not yet attended Zippy's Friends training and I did not want to overload her as we were getting to grips with using SEAL and Cambridge PSHE scheme together. I am aware that Zippy's Friends can be used alongside SEAL but have not as yet included it in the PSHE long term plan. It is difficult to answer your questions because changes in children's emotional wellbeing could have happened due to a number of factors.
NP8-Z8	Since training on TSW both myself (SENCO) and my TA have run a group every term and it has had very positive outcomes. Many children have developed emotionally – and always want to continue coming! It has been one of the best things we have introduced for emotional support of all 'types' of children.
NP11-SF3	We will certainly continue to use this approach for small group work.
NP12-SF4	Although most staff are solution focused approaches trained , the group was only set up as a response to an individual's need following involvement from the EP. I feel in order to make any impact as a centre it will need to be fully integrated into the curriculum. There have been issues with timetabling and staffing (shortage and illness) due to the nature of the PRU.
NP14-TSW1	Very beneficial course – easily adapted Y3-Y6. Staff very supportive – finding time within 'timetable' - more groups planned for future – benefits to children recognised – staff keen to find out more about 'group' – lots of positive feedback.
NP15-TSW2	I intend to extend the number of groups during the following academic year.
NP17-TSW4	Not really involved, sorry.
NP18-TSW5	I think TSW is a great approach and I look forward to developing this further in the future.
NP19-TSW6	Very appreciative of the opportunity to have Treasure Project team in school at a time when we needed support for a child with an anger management problem.
	Project Schools
P1	Colleagues would have liked to identify 'learning objective' to be achieved or 'particular skill' whilst working with the Treasure Project team. Feedback from Treasure Project at the end of all the sessions could be more explicit.
P3	We would be most interested in further involvement with the project – possibly in the form of – 6 week intervention ANNUALLY/BI ANNUALLY – could be cross-age group. CIRCLE, DRAMA, SENSORY (THERAPEUTIC) discussion/creative/art activities/relaxation exercises.
P5	The Treasure Project was focused on pupils and there was limited staff involvement. The TA who worked alongside Yr. 1 group has used some the strategies involved.
P12	I wish we still could rely upon the support from the Treasure Project – it was invaluable. Thank you!
P14	It was a positive experience. As a result of the ' Happier Playtimes Project ' funds here have been raised and the playground areas improved.
P15	Our involvement was very much 2004/2005 i.e. the beginning of the project here. Sadly there was not the funding to introduce further counselling in the last two years.
P21	We really appreciated the input from the TP – excellent service!! But we haven't heard from them for a while?
P22	They were really enjoyable sessions . Staff took away ideas which are in regular use.
P24	Circle time is an area that still needs more development as all too often it can be squeezed out of the curriculum. We are also working on embedding SEAL across all year groups and having whole school training in Building Learning Power throughout the academic year of 2008/9.
P26	An awareness for our TAs and MDs was useful but I am not sure how to extend this with them.

Key: Mechanisms in bold

Head teachers' responses to this last 'catch all' question revealed the following mechanisms:

- Zippy's Friends training (Appendix II)
- SEAL
- Solution Focused Approaches training (Appendix II)
- Therapeutic Storywriting training (Appendix II)
- Group work
- Regular input from Treasure Project team
- Happier Playtimes Project (Appendix II)
- Enjoyable training sessions

4.5 Limits of data presentation

The data contained in the completed questionnaires were rich and varied. The Tables and Figures in Chapter 4 attempt to display the information contained in the returned questionnaires in a useful format so that CMO configurations are made clear for the reader. There are many other ways in which the data could have been organised and presented. The researcher has analysed the data both qualitatively and quantitatively, in order to enable the reader to compare the evidence of CMO configurations from both Project and Non-Project Schools. No statistical analysis has been conducted because much of the qualitative data were derived through categorisation exercises which involved the researcher making judgments about the 'best fit' for head teachers' responses when allocated to particular category or descriptor. Therefore this data cannot be regarded as factual or hard data, such as how many children have been excluded from a particular school and, therefore, statistical analysis was seen as inappropriate.

Other threats to validity of evidence could be associated with the head teachers' ability to recall what happened in their schools during the time the school was working in partnership with the project and what actually happened. This will also vary from head teacher to head teacher, both in terms of their individual recall abilities and the amount of time that had elapsed since they had had contact with the APC. Some schools were still working with the remaining APC and others had not worked with an APC for at least a year.

The researcher has tried to be consistent in her approach to the tasks involved with the collection of data and their analysis. If time had allowed, the researcher could have asked other people to repeat the thematic analysis of data and thus increase the reliability of the findings. All the categorisation exercises were repeated at least twice during the course of the research to check the correct allocation of coding. The data presented in Chapter 4 are viewed as an attempt to condense the rich and varied responses from the 45 completed head teacher questionnaires into a manageable format, so that the hypothesised CMO configurations in the Programme Specification (Table 3.5) can be checked against the CMO configurations revealed by the Phase 1 data collection. The next section of Chapter 4 compares the findings of Phase 1 with the Programme Specification (Table 3.5).

4.6 Discussion of findings from Phase 1

4.6.i Response rate

The response rate to the head teacher questionnaire was 61% overall, 56% for Project Schools and 63% for Non-Project Schools. Although this response rate is not quite the 70% recommended by Mertens (1998), the researcher regarded it as 'good enough' for the

first phase of the Realistic Evaluation data collection. The response rate from the Non-Project Schools was slightly higher than the Project Schools. The researcher was not aware of any specific reason why some schools that had received questionnaires had not completed them. She had contacted schools several times to chase up missing forms and felt that her efforts had been sufficient to establish that the missing schools were not going to complete the questionnaire. A common reason given was that the head teacher had changed and the questionnaire had been passed on to another member of staff who had not completed it.

4.6.ii Using Phase 1 data to check Programme Specification

The following sections compare CMO configurations revealed in the analysis of the data from the head teacher questionnaire with those hypothesised in the Programme Specification. Each of the four main hypotheses is checked by looking at the evidence to confirm any of the hypothesised 'Treasure Project's CMO configurations. Evidence from the findings presented earlier in the chapter, which might confirm CMO configurations, has been listed in a tabular format for each of the four main hypotheses. The researcher has also included evidence contained in the Annual Reports of the Treasure Project (Shepherd *et al.*, 2006, 2007). A summary of the comparative exercise and its implications for Phase 2 of the data collection can be found at the end of the chapter.

4.6.iii Checking hypotheses associated with Programme Theory 1

The main hypothesis from Programme Theory 1 is as follows: 'A project which is successful in promoting mental health and emotional wellbeing of children is long-term, school-based, multi-faceted, multi-level and works at changing the institution and

environment, as well as individuals so that those elements such as organic factors, stress and exploitation are decreased and children's coping skills, self-esteem and social supports are increased.' Only Project Schools were regarded by the researcher as having a '*long-term, school-based, multi-faceted and multi-level*' programme of intervention from the Treasure Project. Both Project and Non-Project schools may have had school staff trained in a particular approach, or children directly supported by members of the Treasure Project team, but the distinguishing feature of a Project School was the '*multi-faceted, multi-level nature*' of the approach to mental health and emotional well-being promotion, encouraged through the participatory partnership with the APCs. It should also be noted that when looking for evidence to support the main hypothesis arising from Programme Theory 1 the researcher regarded the project itself as an overarching mechanism at this stage of the evaluation and did not attempt to distinguish between the quantity, quality, or particular aspects of the many mechanisms associated with the Treasure Project.

The hypothesised outcomes from Programme Theory 1's are examined in more detail in Table 4.14. The codes for specific outcomes can be found in the Programme Specification (Table 3.5). Table 4.14 sets out some of the evidence contained in the returned head teacher questionnaires with regard to hypothesised outcomes in both Project and Non-Project Schools.

Table 4.14: Evidence validating hypothesised outcomes of Programme Theory 1

Main hypothesis arising from Programme Theory 1:			
A project which is successful in promoting mental health and emotional wellbeing of children (O) is long term, school-based, multi-faceted, multi-level (M) and works at changing the institution and environment (O), as well as individuals (O) so that those elements such as organic factors, stress and exploitation are decreased and children's coping skills, self-esteem and social supports are increased (O).			
Responses from Head Teachers showing evidence of O: ' <i>changing the institution and environment</i> '			
HYPOTHETICAL OUTCOMES (from Prog. Specification)	EVIDENCE OF VALIDATION IN PROJECT SCHOOLS (Context 1)	EVIDENCE OF VALIDATION IN NON-PROJECT SCHOOLS (Context 2)	Difference between Contexts
Staff's understanding with regard to how children's mental health and emotional wellbeing needs in a school environment will be reported as having increased (PT1:O1)	46% of head teachers report most useful aspect of TP work with school was building capacity of whole school staff (Table 4.5) (PT1:C1:O1) N=26	5% of head teachers report most useful aspect of TP work with school was building capacity of whole school staff (Table 4.6) (PT1:C2:O1) N=19	41%
Head teacher will comment on positive whole school changes with regard to the promotion of mental health and emotional well-being of children (PT1:O2)	77% of head teachers report positive changes in the school environment or general ethos (Table 4.9) (PT1:C1:O2) N=26	67% of head teachers report positive changes in the school environment or general ethos (Table 4.9) (PT1:C2:O2) N=19	10%
Key staff will be reported as being enthusiastic about specific approaches and will use these approaches to support vulnerable children (PT1:O4)	58% of head teachers report a positive impact on capacity of key staff members (Table 4.5) (PT1:C1:O4) N=26	37% of head teachers report a positive impact on capacity of key staff members (Table 4.6) (PT1:C2:O4) N=19	21%
Head teacher will report positive impact of TP on families (PT1:O3)	35% of head teachers report positive impact on parents' understanding of children's emotional needs (Table 4.10)	26% of head teachers report positive impact on parents' understanding of children's emotional needs (Table 4.10)	5%
	19% of head teachers report positive impact on parenting skills (Table 4.10)	5% of head teachers report positive impact on parenting skills (Table 4.10)	14%
	31% of head teachers report positive impact on attitude to school (PT1:C1:O3) N=26	11% of head teachers report positive impact on attitude to school (PT1:C2:O3) N=19	20%
Responses from Head Teachers showing evidence of O: ' <i>changing the individual</i> '			
HYPOTHETICAL OUTCOMES (from Prog. Specification)	EVIDENCE OF VALIDATION IN PROJECT SCHOOLS (Context 1)	EVIDENCE OF VALIDATION IN NON-PROJECT SCHOOLS (Context 2)	Difference between Contexts
Positive evidence of all and/or vulnerable children's self-esteem and self-confidence increasing (PT1: O5)	85% of head teachers report a positive impact on pupils or families (Table 4.5)	68% of head teachers report a positive impact on pupils or families (Table 4.45)	17%
	88% of head teachers report a positive change in children's self-esteem (Table 4.9) (PT1:C1:O5) N=26	68% of head teachers report a positive change in children's self-esteem (Table 4.9) (PT1:C2:O5) N=19	20%
Positive evidence of all and/or vulnerable children coping skills increasing (PT1: O6)	69% of head teachers report a positive change in children's self-management skills (Table 4.9) (PT1:C1:O6) N=26	21% of head teachers report a positive change in children's self-management skills (Table 4.9) (PT1:C2:O6) N=19	48%
Positive evidence of all and/or vulnerable children's social support increasing (PT: O7)	81% of head teachers report a positive change in children's social participation (Table 4.9) (PT1:C1:O7) N=26	47% of head teachers report a positive change in children's social participation (Table 4.9) (PT1:C2:O7) N=19	34%

It can be seen that for all of the outcomes collected under the heading ‘changing the institution and environment’ (Table 4.14) a higher percentage of head teachers from the Project Schools reported validating Treasure Project evidence for the main hypothesis arising from Programme Theory 1 than head teachers from the Non-Project Schools. Some of the differences between the school contexts were expected; for example, it would have been surprising if Non-Project School head teachers reported a high level of capacity building for the whole school staff as a result of the Treasure Project. The difference between Project and Non-Project schools for O1 (*school staff’s understanding with regard to how children’s mental health and emotional wellbeing needs in a school environment will be reported as having increased*) is great enough, at 41%, to say that O1 was only really evident in Project Schools. There was a slightly lower than expected difference (10%) between the school contexts for O2 (*positive whole school changes with regard to the promotion of mental health and emotional well-being of children*), but this may have been influenced by the researcher’s coding system. For example, although a head teacher might have commented about ‘whole school’ changes they may have only been referring to changes as a result of one intervention, such as Zippy’s Friends (Clarke and Brown, 2010; Mishara and Ystgaard, 2006). This would have been coded as a ‘positive change’ in the school environment. If the coding was adjusted in a more conservative manner it may have emphasised the differences between the school contexts even more. Even without this readjustment there seems to be sufficient evidence to confirm that the Treasure Project’s multi-faceted, multi-level approach had positively changed the whole school environment with regard to the promotion of mental health and emotional well-being of children in more Project Schools than Non-Project Schools.

In a similar vein, 21% more head teachers in Project Schools than Non-Project Schools reported positively about the impact of training on school staff's enthusiasm and ability to use specific approaches to meet vulnerable children's emotional needs. Table 4.14 also shows there was more evidence of the Treasure Project's positive impact on families present in the responses from Project School head teachers' responses than those from Non-Project schools. The differences between the school contexts was sufficient to acknowledge that the Treasure Project had had some, albeit limited, influence on the 'institution and environment' of the broader school community.

The researcher was also seeking validation that the Treasure Project had been effective at 'changing individuals' in order to validate Programme Theory 1. This evidence is gathered in the lower section of Table 4.14. It can be seen that, once again, there is greater evidence of positive change for individuals, as shown for Outcomes O6 (*all and/or vulnerable children coping skills increasing*), O7 (*evidence of all and/or vulnerable children coping skills increasing*) and O8 (*all and/or vulnerable children's social support increasing*), in Project School head teachers' responses than those from Non-Project School head teachers. This was particularly the case for O7 where there was a 48% difference. It should be noted that the evidence from both school contexts demonstrated that children's mental health and emotional wellbeing had generally been promoted through involvement with Treasure Project activities.

Summary for Programme Theory 1:

The researcher felt there was substantial evidence from Phase 1 to say that the project had been 'effective', in a general sense, in both building capacity in schools and promoting

children's mental health and emotional wellbeing. The evidence of a positive effect was distinctly greater in Project Schools where a '*long term, school-based, multi-faceted, multi-level*' approach to mental health and emotional wellbeing promotion had been encouraged through being in a participatory partnership with the APCs. This finding relates well to previous research into the effective promotion of mental health and emotional wellbeing (Greenberg *et. al.*, 2001, Weissberg *et. al.*, 1989; Weissberg *et. al.*, 1991; Wells *et. al.*; Lister-Sharp *et. al.*) from which Programme Theory 1 is derived. For example, Greenberg *et. al.* (2001) concluded that prevention programs that focus independently on the child are not as effective as those that simultaneously "educate" the child and instil positive changes across both the school and home environments. They suggested that the success of such programs is enhanced by focusing not only on the child's behaviour, but also the teachers' and family's behaviour, the relationship between the home and school, and the needs of schools and neighbourhoods to support healthy norms and competent behaviour. Therefore these Phase 1 findings would suggest that the evidence Treasure Project's impact across the multiple domains of the environment, institution and the individual would fit well with their recommended approach to mental health and emotional wellbeing promotion.

4.6.iv Checking hypotheses associated with Programme Theory 2

The main hypothesis from Programme Theory 2 is as follows: 'Effective partnership work in the area of promoting mental health and emotional wellbeing of children gives staff clear advice, guidance and support, increases their knowledge about childhood disturbance, is able to provide local, contextual knowledge, is able to offer good continuity of care and accessibility and to act as a trusted link between home and school. Only the Project Schools were regarded for the purposes of this research as having a '*partnership*' with the

Treasure Project. As stated previously, when looking for evidence to support the main hypothesis arising from Programme Theory 2, the researcher did not distinguish between the quantity, quality, or particular aspects of the many mechanisms associated with the Treasure Project, but regarded the project itself, as an overarching mechanism at this stage of the evaluation.

Programme Theory 2 is concerned with the ‘effectiveness’ of the partner relationship with schools with regard to the promotion of the mental health and emotional wellbeing of children. Table 4.15 sets out some of the evidence from the data contained in the returned head teacher questionnaires with regard to the hypothesised outcomes (O1-O7) around partnership contained within the Programme Specification (Table 3.5). Some of the hypothesised outcomes contained in Programme Theory 2 were not explored well by the head teacher questionnaire, so no evidence was available for those outcomes. This could be viewed as a design fault of the questionnaire or it could be that the nature of the Treasure Project participatory partnership support was a different type of partnership than might have developed if the project had operated through a more medical, ‘in-person’, referral type of support service. It could also be that the researcher’s hypothesised outcomes for the Programme Specification did not fit Programme Theory 2 very well. O1 to O7 are only the best guesses of the researcher with regard to Treasure Project outcomes related to Programme Theory 2.

The findings shown in Table 4.15 indicate that either the hypothesised outcomes need to be changed, or that Programme Theory 2 needs to be adjusted to take account of the new data gained from the head teacher questionnaire. It is clear from the previous analysis of

Programme Theory 1 that the Treasure Project was effective at promoting children's mental health and emotional wellbeing and building capacity in schools. What is not clear is whether the participatory partnership was an essential part of the make-up of that effectiveness or whether it was just that a greater number of Treasure Project activities were undertaken in Project Schools than in Non-Project Schools. It should be remembered that the participatory partnership was idiosyncratic to each school and that some head teachers/staff worked more closely with the APCs and/or the Treasure Project team than others. Table 4.15 displays the Treasure Project evidence supporting the main hypothesis arising from Programme Theory 2.

Table 4.15: Evidence validating hypothesised outcomes of Programme Theory 2

Main Hypothesis arising from Programme Theory 2: Effective partnership (M) in the area of promoting mental health and emotional wellbeing of children gives staff clear advice, guidance and support (O), increases their knowledge about childhood disturbance (O), is able to provide local, contextual knowledge (O), is able to offer good continuity of care and accessibility (O) and to act as a trusted link between home and school (O).		
Responses from Head Teachers showing evidence of O: ‘gives staff clear advice, guidance and support , increases their knowledge about childhood disturbance, is able to provide local, contextual knowledge, is able to offer good continuity of care and accessibility’		
HYPOTHETICAL OUTCOMES (from Programme Specification)	EVIDENCE OF VALIDATION IN PROJECT SCHOOLS (Context 1)	EVIDENCE OF VALIDATION IN NON-PROJECT SCHOOLS (Context 2)
Head teachers will comment positively on the advice, guidance and support of TP (PT2:O1)	Supportive partnership acknowledged by 6 head teachers. 2 head teachers acknowledged partnership with pupils and staff. 2 head teacher acknowledged responsiveness to need. (Table 4.2) (PT2:C1:O1)	No evidence. (PT2:C2:O1)
TP team’s advice, guidance and support is valued (PT2:O2)	4 head teachers acknowledged value of discussions with Area Project Coordinator. 1 head teacher acknowledged value of advice. (Table 4.2) (PT2:C1:O2)	2 head teachers acknowledged advice or support was available (Table 4.3) (PT2:C2:O2)
Head teacher views staff as being more knowledgeable about the promotion of mental health and emotional wellbeing (PT2:O3)	3 head teachers acknowledged whole school awareness of mental health and emotional wellbeing raised (Table 4.2) 1 head teacher acknowledged collaboration around identification of vulnerable pupils (Table 4.2) (PT2:C1:O3)	1 SENCO reported TSW enhanced her work and given her a skill. (Table 4.6) (PT2:C2:O3)
Partner agencies report strong links to TP and referrals Pathways are used appropriately (PT2:O5)	No evidence in Head Teacher Questionnaire. (PT2:C1:O5)	No evidence in Head Teacher Questionnaire. (PT2:C2:O5)
Projects in school include local partners and agencies and school community (PT2:C1:O6)	No evidence. (PT2:C1:O6)	No evidence. (PT2:C2:O6)

Table 4.15 continued overleaf ...

Responses from Head Teachers showing evidence of O: <i>'acts as a trusted link between home and school'</i>		
HYPOTHETICAL OUTCOMES (from Programme Specification)	EVIDENCE OF VALIDATION IN PROJECT SCHOOLS (Context 1)	EVIDENCE OF VALIDATION IN NON-PROJECT SCHOOLS (Context 2)
Families report positive outcomes from meeting with Treasure Project Educational Psychologist (PT2:O4)	No evidence in Head Teacher Questionnaire. (PT2:C1:O4)	No evidence in Head Teacher Questionnaire. (PT2:C2:O4)
Parents' comments about Treasure Project are positive (PT2:O7)	<p>Good with respect to Circle Time and parents' perception of how children's needs are met</p> <p>Parents become more aware of their children's emotional needs</p> <p>Beginning to have more honest dialogue with parents</p> <p>For the one pupil it had a large impact on the parents' approach to their child</p> <p>The parents involved appreciated that having Happy Playtimes resulted in children being more engaged in the teaching and learning in lessons.</p> <p>Positive in directing parents thoughts to memories and feelings of childhood e.g. Happier Playtimes Project</p> <p>Parents and carers have been delighted that their children have been supported by the Treasure Project Some impact (2 schools) (From Table 4:10) (PT2:C1:O7)</p>	<p>Positive impact.</p> <p>Parents interested and commented positively on their children's enthusiasm for group. 'Awareness' of children's feelings and emotions increased. (From Table 4.10) (PT2:C2:O7)</p>

It can be seen in Table 4.15 that the evidence for the hypothesised Treasure Project outcomes for the main hypothesis arising from Programme Theory 2 is quite limited. As suggested previously, the nature of the Treasure Project participatory partnership appears to be different to the partnerships described in the research. It is important therefore to look at the subsidiary themes (i.e. strong mechanisms) that were identified from the thematic analysis of the head teachers' responses about the participatory partnership (Figure 4.4). The strong mechanisms, or 'regularities', that were revealed were: 1) good partnership, 2) collaborative planning to meet needs of school community, 3) commitment to school community, 4) a cycle of evaluation and adjustments of intervention, 4) collaborative

activity around the implementation of interventions. It can be seen that these mechanisms would not necessarily led to the hypothesised outcomes in the main hypothesis arising from Programme Theory 2. For example, one of the main outcomes was ‘*giving staff clear advice, guidance and support*’. In the findings only two head teachers commented on the value of the advice of the Treasure Project team and only six head teachers described the participatory partnership as supportive (Table 4.2). This was not enough evidence to show that ‘*giving staff clear advice, guidance and support*’ was a significant outcome associated with the Treasure Project participatory partnership. Another main outcome was that the partnership with school staff ‘*increases their knowledge about childhood disturbance*’. It did not appear the Treasure Project partnership had done this, because only three head teachers had acknowledged that the whole school awareness of mental health and emotional wellbeing was raised by the partnership with the APCs (Table 4.2) and just one head teacher acknowledged an increase in strategies for staff in dealing with pupils’ problems. This was also the case for APCs’ ability to: provide ‘*local, contextual knowledge*’, or to ‘*offer good continuity of care and accessibility*’. These two outcomes were not noted by head teachers in their comments about the partnership. However, Table 4.15 shows that some of their responses to Question 5 about the project’s impact on parents could be used as evidence of a ‘*trusted link between home and school*’.

Summary for Programme Theory 2:

There is very limited evidence of the hypothesised Treasure Project CMO configurations to support the main hypothesis arising from Programme Theory 2 in the Programme Specification. The findings from Phase 1 about the impact and functioning of the project's partnership with schools do not seem to support the description of effective partnership in the area of mental health and emotional wellbeing promotion offered by Programme Theory 2's main hypothesis. One of the difficulties in developing Programme Theory 2 was the lack of research about the same type of mental health and emotional wellbeing promotion partnership work with schools. Panayiotopoulos and Kerfoot's (2004) paper examining a similar type intervention, the Home and School Support Project, associated flexibility as a strong factor influencing the success of case work. They suggested that in the most successful cases the team was willing and able to liaise with other professionals, to give parenting advice, to run cognitive behavioural therapy sessions, to sit in classrooms and observe the child, and to construct activity schedules to structure the child's daily life. It is important in Phase 2 of the data collection to explore what was different about the kind of participatory partnership offered by the Treasure Project APCs. The researcher decided to explore the APCs' participatory partnership more thoroughly in terms of CMO configurations through realistic interviewing in Phase 2. She decided that the key stakeholders who would know about the inner workings of this partnership would be the key school staff members such as the head teachers, school staff (both trained and untrained) and the APCs. Other stakeholders who might hold knowledge would be the children, parents and other members of the school community such as external agencies working with the schools or school governors. This 'internal knowledge' can then be used to adjust Programme Theory 2.

4.6.v Checking hypotheses associated with Programme Theory 3

The main hypothesis from Programme Theory 3 is as follows: ‘School staff and/or volunteers supporting vulnerable children are better able to impact positively on their socio-emotional health if they have participated in training, received supervision and have followed through consistently with the approach they have been trained in when working with children over a period of time.’ Table 4.16 displays the evidence from the head teacher questionnaire data and the information from the Annual Reports of the Treasure Project (Shepherd *et al.*, 2006, 2007). The information in the Annual Reports was important because Realistic Evaluation encourages all evidence available about a programme to be used in its evaluation.

Table 4.16: Evidence validating hypothesised outcomes of Programme Theory 3

Main Hypothesis arising from Programme Theory 3: School staff and/or volunteers supporting vulnerable children are better able to positively impact on their socio-emotional health (O) if they have participated in training, received supervision and have followed through consistently with the approach they have been trained in when working with children over a period of time (M).		
Responses from Head Teachers and Annual Reports 2006 & 2007 showing evidence of O: ‘School staff supporting vulnerable children better able to positively impact on their socio-emotional health’		
HYPOTHETICAL OUTCOMES (from Programme Specification)	EVIDENCE OF VALIDATION IN PROJECT SCHOOLS (Context 1)	EVIDENCE OF VALIDATION IN NON-PROJECT SCHOOLS (Context 2)
Trained staff set up interventions and use approaches (PT3: O1)	<p>15 head teachers report that the training has had a general impact on the school (Table 4.12)</p> <p>20 head teachers report that the trained staff can sustain the approach by themselves (Table 4.12)</p> <p>9 head teachers report that the trained staff are using the approach by themselves (Table 4.12)</p> <p>Comments from Table 4.5 (most useful aspect of Treasure Project):</p> <p>TOg – raising self esteem of target children, valuable and successful.</p> <p>TSWg supportive caring atmosphere which relaxes children –good role modelling/sharing</p> <p>Zippy’s Friends – good support for bereaved children</p> <p>QCT, whole school training in theory and practice</p> <p>ZF very successful in supporting children to develop empathy.</p> <p>TOg children found this helpful and positive parent comments</p> <p>TOg empowered children to be more independent, enabled them a voice, realised that they can help themselves with self help strategies</p> <p>Teaching assistant able to run groups independently after joint facilitation and recommended training to others</p> <p>TSW help children and their families understand issues and children better</p> <p>TOg and FC (short term) offer almost immediate support to the children and families in need.</p> <p>TOg enabled highlighting of a specific problem with a pupil</p>	<p>7 head teachers report that the trained staff can sustain the approach by themselves (Table 4.12)</p> <p>3 head teachers report that the trained staff are using the approach by themselves (Table 4.12)</p> <p>Comment from Table 4.6(most useful aspect of Treasure Project):</p> <p>Good Resource Pack for Zippy’s Friends. I loved the sessions with my Y1/Y2 class last year and it produced lots of good discussion and relationships between the children. Used programme exactly as trained as found it really good.</p>

HYPOTHETICAL OUTCOMES (from Programme Specification)	EVIDENCE OF VALIDATION IN PROJECT SCHOOLS (Context 1)	EVIDENCE OF VALIDATION IN NON- PROJECT SCHOOLS (Context 2)
	<p>HPP (including PATH) initiated new ideas, enthused members of the school community</p> <p>Children enjoyed HPP</p> <p>Comment from Annual Reports: '19 participants have successfully been delivering the programme in schools.' Comment about 2006 Zippy's Friends training ' (Shepherd <i>et. al</i>, Annual Report, 2006, p.24)</p>	
Interventions continue in school after training (PT3: O2)	<p>15 PS head teachers report that the training has had a general impact on the school (Table 4.12)</p> <p>20 PS head teachers report that the trained staff can sustain the approach by themselves (Table 4.12)</p> <p>9 PS head teachers report that the trained staff are using the approach by themselves (Table 4.12)</p> <p>Comments from Table 4.5 (Most useful aspect of Treasure Project): PMT training for staff and pupils</p> <p>Whole school PATH INSET, QCT work and the Happier Playtimes project far reaching impact upon whole school.</p> <p>QCT immersed the staff in the thinking and principles behind Circle Time and developed a cohesive approach to PSHE</p> <p>Teachers appreciated Zippy's Friends training and materials</p> <p>(QCT) Staff reported children engaging discussions and taking part in learning.</p> <p>Training TA to lead further sessions</p> <p>(QCT) Staff positive about Circle Time – allowed children to speak out more with improved confidence and self-awareness</p> <p>Comment from Table 4.7: All staff are using the techniques taught in circle time, etc.</p>	<p>7 NPS head teachers report that the trained staff can sustain the approach by themselves (Table 4.12)</p> <p>NPS head teachers report that the trained staff are using the approach by themselves (Table 4.12)</p> <p>Comment from Table 4.6 (Most useful aspect of Treasure Project):</p> <p>Therapeutic Storywriting group work has been successful– will continue to run further groups- children benefit greatly from additional support.</p> <p>Comments from Table 4.13: We will certainly continue to use this approach for small group work. (SF)</p> <p>Since training on TSW both myself (SENCO) and my TA have run a group every term and it has had very positive outcomes. Many children have developed emotionally – and always want to continue coming! It has been one of the best things we have introduced for emotional support of all 'types' of children. (TSW)</p> <p>Very beneficial course (TSW) – easily adapted Y3-Y6. Staff very supportive – finding time within 'timetable'- more groups planned for future – benefits to children recognised – staff keen to find out more about 'group' – lots of positive feedback.</p> <p>I intend to extend the number of groups during the following academic year. (TSW)</p> <p>I think TSW is a great approach and I look forward to developing this further in the future.</p>

Responses from Head Teachers and Annual Reports 2006 & 2007 showing evidence of M: ‘have participated in training, received supervision and have followed through consistently with the approach they have been trained in when working with children over a period of time’		
HYPOTHETICAL OUTCOMES (from Programme Specification)	EVIDENCE OF VALIDATION IN PROJECT SCHOOLS (Context 1)	EVIDENCE OF VALIDATION IN NON-PROJECT SCHOOLS (Context 2)
<p>Staff feel confident about delivering interventions or facilitating therapeutic groups without support (PT3: O3)</p>	<p>See also comments above.</p> <p>Comments from Table 4.12:</p> <p>20 PS head teachers report that the trained staff can sustain the approach by themselves</p> <p>9 PS head teachers report that the trained staff are using the approach by themselves</p> <p>Comments from Annual Reports:</p> <p>‘By taking part in the training and adopting some of the methods of QCT adult service users have noticed a difference in their own understanding and approaches.’ (Shepherd <i>et. al</i>, Annual Report, 2006, p.15)</p> <p>‘Immediate feedback from participants was positive and the Treasure Team have noticed that some of the PATH graphics are displayed in staff rooms. Anecdotal comments indicate that staff have followed through with planning and that the PATH experience has been a catalyst for change.’ (Shepherd <i>et. al</i>, Annual Report, 2006, p.15)</p> <p>‘A total of 24 trained Zippy’s teachers/teaching assistants (including staff trained in 2005) have successfully been delivering the programme in schools, which has resulted in 611 KS1 children participating in the Zippy’s Friends PSHE&C Programme over the academic year 2006/07.’ (Shepherd <i>et. al</i>, Annual Report, 2007, p.20)</p>	<p>See also comments above.</p> <p>Comments from Table 4.3:</p> <p>Training attended has been very useful. I am aware that there is free training available on Circle Time, etc.</p> <p>Yes. ***** came into school and we discussed suitable children who would benefit from the project. We set up a series of sessions which I watched, with a little participation at first. Towards the end of the sessions, I then took over, with continued advice and direction from *****.</p> <p>Comment from Table 4.6(Most useful aspect of Treasure Project):</p> <p>We have now also trained a SNTA to continue with the project. We are targeting children who have low self-esteem, who are very quiet or who need a way to help them sort out worries, behaviour issues that they may have</p> <p>Comments from Table 4.1:</p> <p>7 NPS head teachers report that the trained staff can sustain the approach by themselves</p> <p>3 NPS head teachers report that the trained staff are using the approach by themselves</p>
<p>Further training is sought in same or different approach (PT3: O4)</p>	<p>14 Schools trained staff in more than 1 approach.</p>	<p>No evidence.</p>
<p>TP and/or training courses recommended to head teachers in other schools (PT3: O5)</p>	<p>Comment from Table 4.5 (Most useful aspect of Treasure Project):</p> <p>TA able to run groups independently after joint facilitation and recommended training to others.</p> <p>Comment from Table 4.1:</p> <p>All staff valued training</p> <p>Comments from Annual Reports:</p> <p>‘Anecdotal comments suggest that the intervention has been recommended to others.’ Comment about QCT (Shepherd <i>et. al</i>, Annual Report, 2006, p.15)</p> <p>‘The programme was evaluated by staff completing end of module questionnaires and by being interviewed. Several of the trained teachers spoke highly of the programme and recommended it to colleagues.’ Comment about Zippy’s Friends (Shepherd <i>et. al</i>, Annual Report, 2006, p.24)</p>	<p>Comments from Annual Reports:</p> <p>‘The programme was evaluated by staff completing end of module questionnaires and by being interviewed. Several of the trained teachers spoke highly of the programme and recommended it to colleagues.’ Comment about Zippy’s Friends (Shepherd <i>et. al</i>, Annual Report, 2006, p.24)</p>

As can be seen from Table 4.16 there is substantial evidence of hypothesised Treasure Project outcomes and mechanisms in the data from the head teacher questionnaires and the Annual Reports of the Treasure Project (Shepherd *et al.*, 2006, 2007) supporting the main hypothesis arising from Programme Theory 3 about the impact of training on school staff's ability to support children's emotional needs. It is clear that many school staff used the approaches that they were trained in, both during and after training. Table 4.16 also shows that the impact of training is stronger in Project Schools than in Non-Project Schools.

Summary for Programme Theory 3:

Table 4.16 represents some of the substantial evidence from the data obtained from the head teacher questionnaires and the Annual Reports (Shepherd *et al.*, 2006, 2007). The findings shown in Table 4.16 suggest that Programme Theory 3 has a general validity and shows that 'school staff and/or volunteers supporting vulnerable children are better able to positively impact on their socio-emotional health if they have participated in training, received supervision and have followed through consistently with the approach they have been trained in when working with children over a period of time'. These findings fit well with the research findings in the domain of 'training practitioners to meet children's emotional needs' from which Programme Theory 3 was derived. For example, Ohl *et.al.*'s (2007) paper states that their finding that trained volunteers could successfully run Pyramid Clubs had an important practice implication. Research (Buckland *et. al.*'s, 2005; Kelly *et. al.*, 2005) research also suggests that school nurses use of their training in solution-focused therapy (De Shazer, 1985) may have been effective in heading off future mental health/behavioural problems for the children they supported.

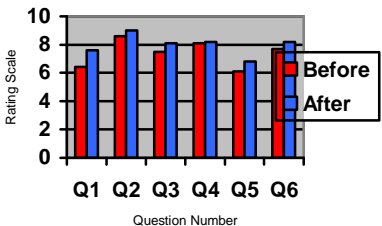
Any specific mechanisms within the Treasure Project training that may have helped staff to be confident and skilled in meeting children's emotional needs are explored in more depth in the realistic interviews in Phase 2 of the data collection of the Realistic Evaluation. This 'internal knowledge' about how the training offered helped staff to set up interventions and then continue with them after the training period had ended was then used to adjust CMO configurations about building staff capacity in the area of mental health and emotional wellbeing promotion.

4.6.vi Checking hypotheses associated with Programme Theory 4

The main hypothesis from Programme Theory 4 is as follows: 'Vulnerable children's mental health and emotional wellbeing is enhanced through the participation in evidence-based interventions delivered by trained adults.' Table 4.17 displays some of the evidence from the head teacher questionnaire data and the information from the Annual Reports of the Treasure Project (Shepherd *et al.*, 2006, 2007).

Table 4.17: Evidence validating hypothesised outcomes of Programme Theory 4

Main Hypothesis arising from Programme Theory 4: Vulnerable children's mental health and emotional wellbeing is enhanced (O) through the participation in evidence-based interventions delivered by trained adults (M).		
Responses from Head Teachers and Annual Reports 2006 & 2007 showing evidence of both O and M (see above)		
HYPOTHETICAL OUTCOMES (from Programme Specification)	EVIDENCE OF VALIDATION IN PROJECT SCHOOLS (Context 1)	EVIDENCE OF VALIDATION IN NON-PROJECT SCHOOLS (Context 2)
Staff report participating children's mental health and emotional wellbeing has been enhanced (PT4: O1)	<p>Comments from Table 4.5 (most useful aspects of Treasure Project):</p> <p>TO group empowered children to be more independent, enabled them a voice, realised that they can help themselves with self help strategies</p> <p>TO group raising self esteem of target children, valuable and successful.</p> <p>Zippy's Friends – good support for bereaved children</p> <p>Positive effect on children with low self-esteem</p> <p>Children's self-esteem has improved</p> <p>Comments from Table 4.7 (impact on children's emotional wellbeing):</p> <p>Impacted on some pupils' self esteem and confidence</p> <p>Positive changes seen by staff in a significant proportion</p> <p>Apparent in 2 particular children who seem better able to deal with 'putdowns'</p> <p>Confidence and openness improved</p> <p>Improved, more able to reflect.</p> <p>Improvement in self-confidence</p> <p>Children involved in 'Treasuring Ourselves' have definitely had a boost to their self-esteem – some short-term and some longer-term</p> <p>Raised.</p> <p>They feel better about themselves and are happier to deal with situations.</p> <p>Built self esteem</p> <p>7/8 children's self esteem was increased by the sessions.</p> <p>Younger children improved confidence</p> <p>Comment from Annual Reports:</p> <p>'They have reported a positive impact on children's emotional wellbeing. Children have indicated that they are more able to cope with a variety of negative situations and are far more able to discuss their feelings.' (Shepherd <i>et.al</i>, Annual Report, 2006, p.15)</p>	<p>Comments from Table 4.6 (most useful aspects of Treasure Project):</p> <p>Zippy's Friends has had a large impact on the children's emotional wellbeing in Y1.</p> <p>All of the comments in Table 4.8 (see discussion in text * below table)</p>

HYPOTHETICAL OUTCOMES (from Programme Specification)	EVIDENCE OF VALIDATION IN PROJECT SCHOOLS (Context 1)	EVIDENCE OF VALIDATION IN NON-PROJECT SCHOOLS (Context 2)																					
<p>Parents report participating children's mental health and emotional wellbeing has been enhanced (PT4: O2)</p>	<p>Comments from Table 4.5 (most useful aspects of Treasure Project):</p> <p>TOg children found this helpful and positive parent comments</p> <p>Comments from Table 4.7:</p> <p>Very positive – also appreciated by the parents</p> <p>Comments from Annual Reports:</p> <p>The 'Happier Playtimes' programme also had positive feedback from parents: <i>"I was unsure what to expect of Happier Playtimes, but after completing the training realise what a big difference it can make to children and adults. It teaches children to get involved more, work together and to have fun. I've learnt a lot of new skills and I'm glad I took part."</i> (Shepherd <i>et.al</i>, Annual Report, 2006, p.17)</p>	<p>No direct evidence.</p>																					
<p>Participating children report that their mental health and emotional wellbeing has been enhanced (PT4: O3)</p>	<p>Comments from Table 4.5 (most useful aspects of Treasure Project):</p> <p>TOg children found this helpful and positive parent comments</p> <p>Comments from Annual Reports:</p> <p>'The children who participated in Treasuring Ourselves groups were asked to complete pre- and post-questionnaires based on their own feelings about different aspects of school. Children were asked to rate themselves on a scale of 1-10 for questions 1 to 6:</p> <p>Q1- I work well in school Q2- I enjoy play times Q3- I get on well with other children Q4- I get on well with my teachers Q5- I am good at solving problems at school Q6- I am looking forward to start secondary school</p> <p>Before and After Mean Ratings for Each Question</p>  <table border="1"> <caption>Before and After Mean Ratings for Each Question</caption> <thead> <tr> <th>Question Number</th> <th>Before (Mean Rating)</th> <th>After (Mean Rating)</th> </tr> </thead> <tbody> <tr> <td>Q1</td> <td>6.5</td> <td>7.5</td> </tr> <tr> <td>Q2</td> <td>8.5</td> <td>9.0</td> </tr> <tr> <td>Q3</td> <td>7.5</td> <td>8.0</td> </tr> <tr> <td>Q4</td> <td>8.0</td> <td>8.5</td> </tr> <tr> <td>Q5</td> <td>6.0</td> <td>7.0</td> </tr> <tr> <td>Q6</td> <td>7.5</td> <td>8.5</td> </tr> </tbody> </table> <p>(Shepherd <i>et. al</i>, Annual Report, 2006, p.18)</p>	Question Number	Before (Mean Rating)	After (Mean Rating)	Q1	6.5	7.5	Q2	8.5	9.0	Q3	7.5	8.0	Q4	8.0	8.5	Q5	6.0	7.0	Q6	7.5	8.5	<p>No direct evidence.</p>
Question Number	Before (Mean Rating)	After (Mean Rating)																					
Q1	6.5	7.5																					
Q2	8.5	9.0																					
Q3	7.5	8.0																					
Q4	8.0	8.5																					
Q5	6.0	7.0																					
Q6	7.5	8.5																					

HYPOTHETICAL OUTCOMES (from Programme Specification)	EVIDENCE OF VALIDATION IN PROJECT SCHOOLS (Context 1)	EVIDENCE OF VALIDATION IN NON-PROJECT SCHOOLS (Context 2)														
	<p>‘A sample of the participating children were asked to comment on what they had gained from being in the group in the post-evaluation:</p> <table><tr><th>Gained</th><th>Percentage of children asked</th></tr><tr><td>Happiness</td><td>50%</td></tr><tr><td>Improvement in class</td><td>16%</td></tr><tr><td>Confidence</td><td>8%</td></tr><tr><td>Ideas</td><td>8%</td></tr><tr><td>Understanding others</td><td>8%</td></tr><tr><td>Friends</td><td>8%</td></tr></table> <p>(Shepherd <i>et. al</i>, Annual Report, 2006, p.18)</p> <p>‘Children have commented positively about the Zippy’s Friends programme to both teachers and the Treasure Team and they have completed end of module evaluation forms’ (Shepherd <i>et. al</i>, Annual Report, 2006, p.24)</p> <p>‘The children’s comments about their experiences in the groups generally show that children:</p> <ul style="list-style-type: none">▪ enjoyed coming to the group▪ enjoyed talking about feelings and felt more able to express themselves▪ gained confidence <p>gained more friends and got on better with people.’ (Shepherd <i>et. al</i>, Annual Report, 2007, p.17)</p>	Gained	Percentage of children asked	Happiness	50%	Improvement in class	16%	Confidence	8%	Ideas	8%	Understanding others	8%	Friends	8%	
Gained	Percentage of children asked															
Happiness	50%															
Improvement in class	16%															
Confidence	8%															
Ideas	8%															
Understanding others	8%															
Friends	8%															
Group facilitators report that participating children’s mental health and emotional wellbeing has been enhanced (PT4: O4)	See above.	See above.														

*Evidence from the Head Teacher Questionnaire from the Non-Project Schools was easier to relate specifically to the particular interventions of Zippy’s Friends, solution focused approaches ‘Treasuring Ourselves’ groups, Therapeutic Storywriting Groups because the head teachers were only responding to questions about the one intervention or training. These responses are detailed in Table 4.8.

As can be seen from Table 4.17 there is substantial evidence of hypothesised Treasure Project outcomes and mechanisms in the data from the head teacher questionnaires and the Annual Reports of the Treasure Project (Shepherd *et. al*, 2006, 2007) supporting the main hypothesis arising from Programme Theory 4 about the positive impact the mental health

and emotional wellbeing of most of the targeted vulnerable children who participated in groups facilitated by trained school staff or APCs.

Summary for Programme Theory 4:

Table 4.17 represents some of the substantial evidence from the data obtained from the Head Teacher Questionnaire and the Annual Reports (Shepherd *et al.*, 2006, 2007). The findings shown in Table 4.17 suggest that Programme Theory 4 has a general validity about it and that ‘vulnerable children’s mental health and emotional wellbeing is enhanced through the participation in evidence-based interventions delivered by trained adults.’ As for Programme Theory 3, this fits with the research findings from which Programme Theory 4 is derived (Buckland *et.al*, 2005; Burton, 2008; Brown *et. al.*, 2004; Kelly *et.al.* 2005; Ohl *et.al.*, 2007). Specific mechanisms within interventions are explored in more depth in the realistic interviews in Phase 2 of the data collection of the Realistic Evaluation in order to know more about the CMO configurations that were effective in enhancing children’s mental health and emotional wellbeing.

4.6.vii Reliability and validity of data

The reliability and validity of the methods of data collection have already been discussed in Chapter 3, but further issues that may compromise the reliability and validity of the data collected in Phase 1 are discussed in this section. As Robson (2002) pointed out, if the questions are incomprehensible or ambiguous then this becomes a problem of internal validity, because the instrument is not then obtaining valid information. Although the researcher piloted the questionnaire some of the questions may have been a little ambiguous, for example, the final rating exercise for Question 6, where head teachers had

to decide between ‘Can sustain this approach by themselves’ and ‘Are using the approach by themselves’. The difference between these two categories was difficult to determine and it was a design flaw. However in terms of establishing ‘regularities’ and/or checking the surfaced mechanisms and outcomes to the Programme Specification this particular flaw would seem to be a minor threat to internal validity because other questions also elicited information about school staff’s confidence about using supportive approaches.

A further threat to internal validity, as previously mentioned, was that Question 4 asked, *‘What has been (if any) the impact of the Treasure Project on the emotional wellbeing of children in your school in the following areas: Changes in the school environment or general ethos? Changes in children’s self-esteem? Changes in the children’s ability to process emotions? Changes in the children’s self-management skills? Children in the children’s social participation?’* and some of the head teachers gave the same answer for each section. They did not appear to understand the difference between the elements, and as stated previously, this was acknowledged by the researcher as a design fault of the questionnaire. The threat to the internal validity was viewed as small because only a few head teachers responded in this way and the majority of head teachers had understood the difference between the elements. The researcher also felt justified in using MacDonald and O’Hara’s model (1998) to structure the question about the impact of the Treasure Project on the mental health and emotional wellbeing of children because the head teachers’ responses to this question were rich in information about mechanisms and outcomes. This may have not been the case had the question been simpler in form or more closed in format.

A further threat to internal validity was that much of the analysis of the results relied on the use of thematic analysis or other such organisational techniques which rely on judgments being made about the allocation of data to categories. As has already been previously stated, the researcher repeated these exercises several times and with a period of time between the rating activities in an attempt to increase the consistency of her data organising activities. The threat to the validity of the data was viewed as reasonable because the data collection was in two phases and the second round of data collection aimed to reveal any inappropriate assumptions made about CMO configurations within the Treasure Project. This threat to validity is also true of the process of comparing the ‘observations’ to the Programme Specification. This process is also reliant upon the strength of the data collected and therefore new formulations of Programme Theories can only be regarded as tentative after Phase 1, and less tentative after Phase 2.

4.6.viii Summary of Phase 1 of the data collection

This chapter has described the Phase 1 findings and has checked them against the hypotheses and hypothesised CMO configurations set out in the Programme Specification (Table 3.5). Phase 1 of the data collection has shown that there is sufficient evidence of CMO configurations to validate hypotheses arising from Programme Theories 1, 3 and 4. This is not the case for hypotheses arising from Programme Theory 2. The researcher will need to adjust Programme Theory 2 to accommodate any new knowledge about effective partnership within the Treasure Project. Phase 2 of the data collection will attempt to bring out more detailed information about CMO configurations associated with the effective practice within the project, and this will be done through the process of realistic interviewing which is described in Chapter 3. Chapter 5 describes the design of Phase 2 of

the data collection which is concerned with understanding why mechanisms produce outcomes in those schools where the project was viewed as being effective.

CHAPTER 5

DESIGN OF PHASE 2 OF RESEARCH

5.1 Introduction

The purpose of using Realistic Evaluation methodology to evaluate a programme is to establish whether or not it is better than previous ways of working, and whether it is preferable (Timmins and Miller, 2007). Realistic Evaluation takes into account the contexts within which mechanisms are working in order to produce the outcomes. This method of evaluation was particularly suited to evaluating the Treasure Project because it reveals the power within the different CMO configurations that might make up an effective programme. A more traditional, static method of evaluative research, however, might be only looking to confirm whether a programme was effective or not. Realistic Evaluation aims to reveal the inner workings of a programme and to use this to develop theory around ‘effectiveness’ so that this knowledge can influence practitioners’ future practice.

Phase 1 of the Treasure Project evaluation compared the Programme Specification (Table 3.5) with ‘regularities’ brought to light from a first set of ‘observations’. This chapter describes how Phase 1 informed the design of Phase 2 of the data collection. During this second phase key stakeholders, associated with successful schools, were asked to participate in a realistic interview. These interviews sought to establish ‘what worked for whom under what circumstances’ in those schools where the project was viewed by the APCs as being particularly successful. The design of the interviews and the interim refinement of the Programme Specification are described in this chapter. Chapter 6 goes on to describe the findings from Phase 2 and explain how the final adjustments of the

Programme Specification were made with regard to the new information about CMO configurations revealed by the realistic interviews.

5.2 Selecting the schools for Phase 2

Phase 1 compared the hypothesised CMO configurations derived from the Programme Theories outlined in the Programme Specification to the actual CMO configurations of the Treasure Project. The evidence from these findings was strong enough to support the suggestion that both Treasure Project interventions and the overall programme had been effective in promoting children's mental health and emotional wellbeing and building capacity in schools. It could also confidently be acknowledged that both interventions and the overall programme had been more effective in Project Schools than in Non-Project Schools and that this difference in impact was linked to the multi-faceted, multi-level approach to mental health and emotional wellbeing, promoted through the participatory partnership with the APCs. In terms of the Programme Specification, it could be stated with reasonable confidence that the findings supported hypotheses derived from Programme Theories 1, 3 and 4. However, hypotheses derived from Programme Theory 2 did not seem to be strongly supported by the evidence from Phase 1. The head teachers' responses seemed to describe a different kind of effective partnership with APCs than is suggested by Programme Theory 2. Therefore Programme Theory 2 and the Programme Specification needed to be refined if they are to be viewed as describing the effective practice of the Treasure Project.

The researcher decided that it would be helpful to share her findings with the two APCs so that their own 'folk theories' (Tilley and Pawson, 1997) could be used to refine

Programme Theory 2 and add depth to the researcher's understanding of Programme Theories 1, 3 and 4. The realistic interviewing of the APCs was seen as a first step for Phase 2's deeper examination of effective partnership and effective Treasure Project CMO configurations. Following these interviews, the researcher planned to interview key stakeholders in some of the most successful Project Schools so that more detail about effective CMO configurations could be revealed. Of particular interest to the researcher were the interviewees' insights into the CMO configurations that enabled children's mental health and emotional wellbeing to be promoted and/or resulted in enhanced capacity in schools to meet children's emotional needs.

In order to increase the external validity of the process of choosing which schools were successful, the APCs were invited to be actively involved in the decision making process, given that they had insider knowledge about all 26 Project Schools. Therefore the researcher designed the realistic interview to include time to select four schools each; two successful and two effective Project Schools. Although the APCs often worked together when training school staff or delivering projects, they each had responsibility for developing a participatory partnership with a group of schools in a particular area, so it was likely that they would choose different schools. The researcher was aware that interviews would only be able to take place in the nine Project Schools where head teachers had indicated on the questionnaire that they were willing for both themselves and their school staff to be interviewed post-questionnaire. However, APCs were able to consider all 26 Project Schools before they made their choices. This was not felt to represent an ethical issue because the selection of the schools at this stage might or might not have led to their being asked to participate in interviews. By using this procedure it was hoped to reduce

threats to external validity that might have arisen through faulty sampling (Robson, 2002). The definition of 'successful' and 'effective' was left mainly unstructured, because the APCs might have differing constructs of these words and their interpretations may be related to their partnership relationship with the schools. The researcher thought it was more robust to allow them to pick schools which, in their personal view, were successful or effective, rather than asking them to match a school to the researcher's view of what was a successful Project School, or effective partnership work. The APCs were able to pick the same schools for each category if they wished, in other words, a school could be successful and have an effective partnership relationship. The researcher also decided that thinking about the difference between 'successful' and 'effective' might strengthen the internal reliability of the choice of good sample schools. Because of the time constraints of the research, the researcher intended only to interview trained school staff and head teachers in two of the selected schools - one from each APC's group of schools. The evaluation, as previously discussed, was concerned with revealing CMO configurations associated with successful outcomes, not unsuccessful outcomes. Therefore the researcher needed to use her time efficiently by closely examining CMOs in successful schools where the participatory partnership had also been effective. She also decided that it was more balanced to conduct realistic interviews in one of each of the APC's schools, so that any differences to do with personality, or way of working, were reduced. Therefore the researcher decided to conduct interviews in their most successful and effective school (if this school had also given permission to be contacted again for interviewing).

5.3 Refining the Programme Specification

At this stage of the enquiry a successful Treasure Project school could be viewed as a ‘black box’ (Pawson and Tilley, 1997, p.130). Phase 2 of the data collection process needed to illuminate the ‘successful’ CMO configurations. The Treasure Project was a complex initiative and any, or all, of the stakeholders’ views could hold the key to what helped the programme be effective. Figure 5.1 shows how the ‘black box’ of the project might be represented:


Figure 5.1: Treasure Project as a black box


Context	+	Mechanism	=	Outcome
Something about Project Schools	+	Something about the Treasure Project	=	Enhanced children’s mental health and emotional wellbeing


The realistic interviews, in Phase 2 of the data collection needed to be designed to explore the CMO configurations contained within the Treasure Project. Table 5.1 illustrates the researcher’s thinking about the Programme Specification with regard to the findings from Phase 1. The realistic interviews needed to be designed to bring to light important details about effective CMO configurations, so that this knowledge could be used to refine the initial Programme Specification. The table shows the areas that needed to be explored; for example, which mechanisms were the most important in achieving O4 – *‘key staff will be enthusiastic about specific approaches and will use these approaches to support vulnerable children after training’* and what was it about the successful school context that allowed that to happen.


Table 5.1: Thinking around initial Programme Specification after Phase 1 data collection

(✓ denotes sufficient evidence in Phase 1 to support hypothesised CMO configurations)

General Hypothesis built from Programme Theory 1 	Hypothesised Evidence of Positive School Contexts in the Treasure Project that might support General Hypothesis built from Programme Theory 1 (with coding)	Hypothesised Evidence of Effective Mechanisms in the Treasure Project that might support General Hypothesis built from Programme Theory 1 (with coding)	Hypothesised Evidence of Outcomes in the Treasure Project that might support General Hypothesis built from Programme Theory 1 (with coding)
<p>A project which is successful in promoting mental health and emotional wellbeing of children (O) is long term, school-based, multi-faceted, multi-level (M) and works at changing the institution and environment (O) as well as individuals so that those elements such as organic factors, stress and exploitation are decreased and children's coping skills, self-esteem and social supports are increased (O).</p> <p>KEEP THEORY – refine configurations of CMOs in successful schools.</p> <p>Ask Area Project Coordinators, head teachers and trained staff in realistic interviews about CMO configurations.</p>	<p>PS with participatory relationship with Area Project Coordinator. Interventions are valued and timetabled. (PT1:C1) ✓</p> <p>Non PS head teacher and staff are interested in the promotion of mental health and emotional wellbeing. Interventions are valued and timetabled. (PT1:C2) ✓</p>	<p>Head teachers meet regularly with APC to plan Treasure Project work around whole school needs in a multi-faceted and multi-level way. (PT1:M1) ✓</p> <p>INSET training takes place around mental health and emotional wellbeing (PT1:M2) ✓</p> <p>APC directly support children, young people and families (PT 1:M3) ✓</p> <p>Whole school projects are planned and implemented (PT1:M4) ✓</p> <p>Staff are trained in specific approaches to support mental health and emotional wellbeing and interventions are put in place (PT1:M5) ✓</p>	<p>Staff report increased understanding with regard to how children's mental health and emotional wellbeing needs can be met in a school environment (PT1:O1) ✓</p> <p>Head teacher will be aware of positive whole school changes with regard to the promotion of mental health and emotional well-being of children (PT1:O2) ✓</p> <p>Families will report positively about the Treasure Project and its impact on their children's wellbeing. (PT1:O3) ✓</p> <p>Key staff will be enthusiastic about specific approaches and will use these approaches to support vulnerable children after training (PT1:O4) ✓</p> <p>Positive evidence of all and/or vulnerable children's self-esteem and self-confidence increasing (PT1: 05) ✓</p> <p>Positive evidence of all and/or vulnerable children coping skills increasing (PT1: 06) ✓</p> <p>Positive evidence of all and/or vulnerable children's social support increasing (PT: 07) ✓</p>

<p>General Hypothesis built from Programme Theory 2</p> 	<p>Hypothesised Evidence of Positive School Contexts in the Treasure Project that might support General Hypothesis built from Programme Theory 2 (with coding)</p>	<p>Hypothesised Evidence of Effective Mechanisms in the Treasure Project that might support General Hypothesis built from Programme Theory 2 (with coding)</p>	<p>Hypothesised Evidence of Outcomes in the Treasure Project that might support General Hypothesis built from Programme Theory 2 (with coding)</p>
<p>Effective partnership work (O) in the area of promoting mental health and emotional wellbeing of children I gives staff clear advice (M), guidance and support (M), increases their knowledge about childhood disturbance (O), is able to provide local, contextual knowledge (M), is able to offer good continuity of care and accessibility (M) and to act as a trusted link between home and school (M).</p> <p>CHANGE THEORY</p> <p>Develop from Area Project Coordinators', head teachers' and trained staff's comments in realistic interviews.</p>	<p>PS with participatory relationship with Area Project Coordinator. Interventions are valued and timetabled. (PT1:C1) ✓</p> <p>Non PS head teacher and staff are interested in the promotion of mental health and emotional wellbeing. Interventions are valued and timetabled. (PT1:C2) ✓</p>	<p>Head teachers meet regularly with APC to plan Treasure Project work around whole school needs in a multi-faceted and multi-level way. (PT2:M1) ✓</p> <p>INSET training takes place around mental health and emotional wellbeing (PT2:M2) ✓</p> <p>Staff approach APC for advice, guidance and support (PT2:M6) some evidence from Phase 1</p> <p>Families are referred to Treasure Project Educational Psychologist (PT2:M7) no strong evidence from Phase 1</p> <p>APC developed links with partner agencies in the area local to the school (PT2:M8) no strong evidence from Phase 1</p> <p>Pathways for referral are understood and used when appropriate (PT2:M9) no strong evidence from Phase 1</p> <p>TP team ensure parents have good knowledge of (and links with) TP work in school (PT2:M10) no strong evidence from Phase 1</p>	<p>Head teachers will comment positively on the advice, guidance and support of TP (PT2:O1) some evidence from Phase 1</p> <p>TP team's advice, guidance and support is valued (PT2:O2) some evidence from Phase 1</p> <p>Head teacher views staff as being more knowledgeable about the promotion of mental health and emotional wellbeing (PT2:O3) ✓</p> <p>Families report positive outcomes from meeting with Educational Psychologist (PT2:O4) no evidence from Phase 1</p> <p>Partner agencies report strong links to TP (PT2:O5) and referrals Pathways are used appropriately (PT2:O6) no evidence from Phase 1</p> <p>Projects in school include local partners and agencies and school community (PT2: 07) no evidence from Phase 1</p> <p>Parents' comments about TP are positive (PT2:O8) some evidence from Phase 1</p>

<p>General Hypothesis built from Programme Theory 3</p> 	<p>Hypothesised Evidence of Positive School Contexts in the Treasure Project that might support General Hypothesis built from Programme Theory 3 (with coding)</p>	<p>Hypothesised Evidence of Effective Mechanisms in the Treasure Project that might support General Hypothesis built from Programme Theory 3 (with coding)</p>	<p>Hypothesised Evidence of Outcomes in the Treasure Project that might support General Hypothesis built from Programme Theory 3 (with coding)</p>
<p>PT 3: School staff and/or volunteers supporting vulnerable children are better able to positively impact on their socio-emotional health (O) if they have participated in training (M), received supervision (M) and have followed through consistently with the approach they have been trained (M) in when working with children over a period of time (M).</p> <p>KEEP THEORY – refine configurations of CMOs in successful schools</p> <p>Ask Area Project Coordinators, head teachers and trained staff in realistic interviews about CMO configurations.</p>	<p>PS with participatory relationship with Area Project Coordinator. Interventions are valued and timetabled. (PT1:C1) ✓</p> <p>Non PS head teacher and staff are interested in the promotion of mental health and emotional wellbeing. Interventions are valued and timetabled. (PT1:C2) ✓</p>	<p>Staff are trained in specific approaches to support mental health and emotional wellbeing and interventions are put in place (PT2:M5) ✓</p> <p>APC facilitates the co-delivery of intervention with school staff (PT3: M11) ✓</p> <p>Planning/reflection takes place before/after intervention delivery (PT3: M12) ✓</p>	<p>Trained staff set up interventions and use approaches (PT3: O1) ✓</p> <p>Interventions continue in school after training (PT3: O2) ✓</p> <p>Staff feel confident about delivering interventions or facilitating therapeutic groups without support (PT3: O3) ✓</p> <p>Further training is sought in same or different approach (PT3: O4) some evidence from Phase 1</p> <p>Treasure Project and/or training courses recommended to head teachers in other schools (PT3: O5) some evidence from Phase 1</p>

<p>General Hypothesis built from Programme Theory 4</p> 	<p>Hypothesised Evidence of Positive School Contexts in the Treasure Project that might support General Hypothesis built from Programme Theory 4 (with coding)</p>	<p>Hypothesised Evidence of Effective Mechanisms in the Treasure Project that might support General Hypothesis built from Programme Theory 4 (with coding)</p>	<p>Hypothesised Evidence of Outcomes in the Treasure Project that might support General Hypothesis built from Programme Theory 4 (with coding)</p>
<p>Vulnerable children's mental health and emotional wellbeing is enhanced (O) through the participation in evidence-based interventions (M) delivered by trained adults I.</p> <p>KEEP THEORY – refine configurations of CMOs for successful interventions</p> <p>Ask Area Project Coordinators, head teachers and trained staff in realistic interviews about CMO configurations.</p>	<p>PS with participatory relationship with Area Project Coordinator. Interventions are valued and timetabled. (PT1:C1) ✓</p> <p>Non PS head teacher and staff are interested in the promotion of mental health and emotional wellbeing. Interventions are valued and timetabled. (PT1:C2) ✓</p>	<p>Group facilitators are trained (PT4: M13) ✓</p> <p>Trained school staff or APC facilitates/delivers interventions (PT4: M14) ✓</p> <p>Vulnerable children are targeted for interventions (PT4: M15) ✓</p>	<p>Staff report participating children's mental health and emotional wellbeing has been enhanced (PT4: O1) ✓</p> <p>Parents report participating children's mental health and emotional wellbeing has been enhanced (PT4: O2) some evidence from Phase 1</p> <p>Participating children report that their mental health and emotional wellbeing has been enhanced (PT4: O3) ✓</p> <p>Group facilitators report that participating children's mental health and emotional wellbeing has been enhanced (PT4: O4) ✓</p>

5.4 Sequence of realistic interviews

The realistic interviews needed to be conducted in a specific order so that the APCs could be actively involved in selecting schools to be approached to participate in the interviews. The two APCs were to be interviewed first and then the interviews would take place with key stakeholders in two of the selected schools.

5.4.i Process of selecting the ‘successful’ schools

Before the APCs’ interviews began they were asked to identify two Project Schools that they considered to be ‘successful’ in enhancing children’s mental health and emotional wellbeing. They were also asked to identify two schools where they considered their participatory partnership work to be ‘effective’. In order to do this they were given the 26 returned and completed Project School head teacher questionnaires to sort through, but not read in detail, in order to remind themselves of the schools in order to make their decision. Schools that had not returned a questionnaire were not included in this group. Head teachers were made aware on the head teacher questionnaire form that data from these confidential questionnaires would be used for an Educational Psychology Service evaluation of the Treasure Project and would be collated into a document by the Treasure Team (see Appendix IV) and so it was not inappropriate that the Treasure Project APC had access to the completed questionnaires for the selection process.

5.5 Design of the APC interview

The APC interview was designed to explore their general ideas and theories as to which were the effective CMO configurations in the Treasure Project associated with successfully promoting children’s mental health and emotional wellbeing and building capacity in school communities. The interviews did not ask them specifically about their selected

schools but they were able to talk about these schools if they wished – the CMO configurations in these schools would be explored in depth in the school interviews. The researcher thought the APCs’ knowledge about CMO configurations across the Project Schools was unique to their role and that the interview should mainly focus on this. She also wanted to know about their role in actively supporting schools through the participatory partnership. Therefore the realistic interview questions were designed to help them to think about the four Programme Theories and about:

- 1) the circumstances under which successful outcomes were achieved by the Treasure Project
- 2) a possible new theory to explain the effective Treasure Project participatory partnership and thus refine Programme Theory 2
- 3) their own direct work with children and their theories and ideas as about what worked under what circumstances.

The following section describes how the question format for all the realistic interviews was constructed.

5.6 General format for all the realistic interviews

The researcher had familiarised herself with the concept of realistic interviewing described by Pawson and Tilley (1997). A generic question format was constructed to be used for all the practitioner interviews; the wording was then adjusted to accommodate specific questions related to the role of each practitioner. The researcher was mindful of keeping the ‘teacher-learner’ feel to the interviews and ensuring that the ‘flow of understanding between interviewer and interviewee’ (Pawson and Tilley, 1997, p.166) was kept open by maintaining a curious stance to the questions. The interviews were designed around the

sharing of the four Programme Theories for comment, thus actively involving each practitioner in a collaborative position. The time available for each interview would be limited by the contexts in which the interviews took place; this was particularly true of the school interviews which would need to be an hour in duration (the length of a school lesson). It was necessary to have some kind of framework for the questions rather than 'wander around' topics that may not reveal any information about effective CMO configurations. Therefore a set of predetermined questions was developed, similar to a semi-structured interview format (Robson, 2002, p.270), but the order of questions or the wording could be modified by the interviewer; explanations could also be given, questions could be omitted and additional ones included if the interviewer needed to ask them in order to understand the CMO configurations better. The researcher understood that the difference in a realistic interview was that the interviewee was expected to think or theorise about the subject matter of the interview (in this case their knowledge of CMO configurations) with support from the interviewer. Pawson and Tilley (1997) point out that the actual form of the interview will depend on the precise stage of theory development or testing which the enquiry has reached. The realistic interview in this case was looking for confirmation about theory (to some extent) and information on CMO configurations. A diagrammatic representation of the realistic interviewing process can be found in Figure 3.12.

The interviewer was aware that the interviews were being conducted two years after the Treasure Project had officially ended in some of the schools and that some of the theories and ideas would be compromised by some of the key stakeholders' memories of CMO configurations. However, the researcher was of the opinion that robustness would be added

to those questions exploring capacity building and the long term impact of the project in those schools. To improve the practitioners' recall of the project the researcher provided prompts, such as the completed head teacher questionnaires (for the head teachers) or a list of activities that had taken place in the school (for the trained staff).

5.6.i Choice of key stakeholders

The researcher decided to ask head teachers in the two sample successful project schools to choose the two staff members to be interviewed in their school and to organise the order of interviewing. Their knowledge of who might know the most about effective CMO configurations was felt to be more robust than either the researcher's or the APCs' possible choices of staff. The researcher had made an earlier decision not to involve parents or children in the evaluation because of the resource limits of the enquiry and the time that had elapsed (see Conceptual Research Map 3, Figure 3.11).

5.7 Design of the question framework

Each Programme Theory was shown to the practitioner before the questions were asked about associated CMO configurations. This was intended to be a prompt or a reminder to the practitioner that the realistic interviewer was looking for their ideas or theories as well as factual information. The theories were typed onto separate strips of paper to be presented at the beginning of each section of the interview. Questions were then asked to guide the practitioner to think about how the theory related to practice. The following set of questions is an example of a question framework developed for the APCs' realistic interview around Programme Theory 1:

- Is there anything about this theory which makes sense to you as you think about the Treasure Project as a whole?
- What do you think it was about the Treasure Project that enhanced children's mental health and emotional wellbeing in the school setting?
- What would you view as some of the key contexts that led to successful work with schools?
- What would you view as some of the key mechanisms that led to successful work with schools?
- What do you think were the key influences that helped the project to develop in the way it did?
- Looking back, with your accumulated knowledge, what might you have changed?
- How would that fit with the theory?

It can be seen that the researcher has designed the question framework so that it allows the practitioner and the interviewer to develop an understanding of how any of the identified CMO configurations were – or were not – related to the Programme Theories. The information from Phase 1 was a useful guide in helping to focus the choice of questions. For example, one of the head teachers' questions explored what difference having trained staff made to the school's capacity to promote children's mental health and emotional wellbeing. This question was designed to enable the researcher to identify effective capacity building CMO configurations and to continue to check Programme Theory 3.

The interview structures for each of the practitioners' interviews followed the same pattern and could be adapted to suit the circumstances and flow of the interview. The initial

question frameworks for all the realistic interviews can be found in Appendices XV, XVI and XVII.

5.7.i Informed consent to participation in interviews

Before the interview began the practitioners were thanked for taking part in the follow up interview to Phase 1 of the research and evaluation process. It was explained to them that they would remain completely anonymous and that the transcript of the interview would be kept in a password-secured computer file. The interviewer also explained that the purpose of the interview was to think about their ideas or theories about the effectiveness and successfulness of the Treasure Project. An overview of Realistic Evaluation was given and the interviewer explained that she was seeking to find out about contexts and mechanisms that may have led to the successful outcomes in their school. It was explained that the APC had picked their school as a successful school for the Treasure Project. The interviewer explained that they were not under any obligation to be interviewed and then asked if they were comfortable with continuing with the interview. They were informed that they could stop the interview at any time and could ask for their data not to be included if they so wished.

5.7.ii Conducting the interviews

All the realistic interviews took place in April, 2010. The APCs' interviews were conducted in the early evening after they had finished work. APC1's interview took place on two different dates in the Educational Psychology Service offices. APC2's interview was conducted in her home. All the school interviews were conducted during school hours and took place in a room in the school.

The APC interviews can be found in Appendices XVIII and XIX. Before the interviews the researcher had asked the APCs to select two schools that were ‘successful’ in promoting the mental health and emotional wellbeing of children and two schools where their support had been ‘effective’. APC1 selected Project Schools P20 and P3 as successful schools, and P8 and P19 as effective schools. APC2 selected P12 and P7 as successful schools and P16 and P9 as effective schools. In all these schools a wide range of Treasure Project activities had taken place – both capacity building and direct work with children. The researcher selected P20 and P12 as the first schools to approach for availability for realistic interviewing of staff because these were the first schools selected by the APCs. Interview dates were arranged with the head teachers after gaining their permission for interviews to be conducted in their schools through telephone contact. It should be noted that both schools agreed to participate in the research on the first contact from the researcher.

Gillham (2000) strongly recommends the use of tape recorders when interviewing. He pointed out that not using a tape recorder can mean that the account of the interview is not complete. He also thought that writing things down in an interview can distract the interviewer from what the interviewee is saying. As the researcher is a touch typist she decided to type as the practitioner spoke. She had had a previous poor experience of badly recorded interviews where the voices were unclear. The researcher sometimes asked additional questions to the prepared set of questions in order to gain a deeper insight into the CMO configurations suggested by the practitioners. For triangulation and accuracy the school staff interviews (except for the first head teacher interview) were conducted in the presence of a co-researcher, who was introduced as a new member of the Treasure Team. Any additional questions were written down by the co-researcher sitting at the side of the

interview room. The co-researcher also noted any salient points that arose during the school staff interviews. She did not ask any questions and passed over her notes to the interviewer at the end of the interview. The researcher, being an experienced Educational Psychologist, felt comfortable in asking questions and taking notes at the same time, but occasionally stopped to clarify what had been said. She avoided doing this too often as she felt it stopped the flow of the interviewee's thought processes. Any missing comments or questions were added to the typed interview data later in the day when the interviewer went through the co-researcher's notes. These notes were then destroyed and were not part of the raw data kept by the researcher.

The researcher recorded the interview in a similar way to that shown by Pawson and Tilley (1997, p.177). She typed each interview in an almost verbatim form, as described above, and afterwards tried to describe her thought processes as the realistic evaluator alongside the dialogue. She was aware that the interview process was compromised somewhat by her limited skill in realistic interviewing and the time limited circumstances in which the interviews took place. She thought interviewing a practitioner for a longer time would be inappropriate, both in terms of fatigue and in terms of the permission boundaries given by the head teachers. The verbatim interview transcripts were viewed as useful and have been included as Appendices (XVIII – XXV). The researcher was aware that the interviewing process was a dynamic process and may have been affected by her own feelings and energy levels.

5.8 Summary

This chapter has described the design and conduct of Phase 2 of the data collection.

Chapter 6 presents and discusses the findings from these realistic interviews.

CHAPTER 6

PRESENTATION AND DISCUSSION OF FINDINGS (PHASE 2)

6.1 Introduction

This chapter presents and discusses the findings from the realistic interviews which were conducted in Phase 2 of the data collection. It shows how the findings were related to the Programme Theories and also analysed for more details about effective CMO configurations. The chapter goes on to describe how this information was used to adjust the Programme Specification of the Treasure Project. This final Programme Specification was then discussed in terms of improving practice with regard to project and partnership work with schools aiming to promote children's mental health and emotional wellbeing and/or building capacity in schools to meet children's emotional needs.

6.2 Findings from Phase 2

The interview transcripts (along with the evaluator's analysis) can be found in Appendices XVIII–XXV. It can be seen that the realistic interviewer maintained an interested stance about the practitioner's thoughts around the effectiveness of the project, and asked additional questions to bring out any information about CMO configurations that might have been significant factors in helping the project to be successful in these schools. When conducting the interviews the researcher also tried to bear in mind the function of the realistic evaluation; seeking theory development to inform practice in the area of mental health and emotional wellbeing promotion. Although the question framework had been developed prior to the interview taking place, the realistic interviewer asked additional questions to follow the theme of the enquiry and took time to explain anything that the

practitioners were unsure about, including understanding the concept of ‘context’ or ‘mechanism’. Interviews took about an hour, but were found to be quite intensive and tiring in nature because of the thinking, or theorising element involved. The interviewer was aware of this and sometimes did not ask all the framework questions, particularly if the practitioners had already covered this topic in an earlier answer. The ‘teacher-learner’ function and the ‘conceptual refinement process’ (Pawson and Tilley, 1997, p.165) requires the practitioner not just to be an answering machine. Asking the interviewee to talk about their own thinking in the context of the researcher’s shared theories is something that takes time to understand and develop within the interview relationship. The researcher found that some of the practitioners found this easier to do than others.

6.2.i Practitioners’ comments about the Programme Theories

The realistic interviews were split into four sections to mirror the four Programme Theories found in the Programme Specification. The practitioners were all asked for their thoughts about each of the Programme Theories. Throughout this chapter the two APCs are referred to as APC1 and APC2, the head teachers as HT1 and HT2, the trained staff in HT1’s school as TS1 and TS2 and in HT2’s school as TS3 and TS4. Descriptions of any interventions named by the practitioners can be found in Appendix II.

6.2.ii Comments about Programme Theory 1

The following list is a summary of practitioners’ comments about Programme Theory 1; ‘a project which is successful in promoting mental health and emotional wellbeing of children is long term, school-based, multi-faceted, multi-level and works at changing the institution and environment as well as individuals so that those elements such as organic factors,

stress and exploitation are decreased and children's coping skills, self-esteem and social supports are increased'.

- APC1 agreed with the theory and related it to her two successful and two effective schools in that they had used a range of approaches, brought into a systematic way of working across the school community and saw it as an opportunity to train staff.
- APC2 agreed with the theory and commented on the need for a strong relationship with schools for a project to change schools. She also emphasised the need for the head teacher to take the lead and give importance to this kind of work within the school environment.
- HT1 also agreed with the theory, but thought her school environment had not needed changing in terms of promoting the mental health and emotional wellbeing of children because her staff were already caring and nurturing. She thought that children did change as a result of being in the groups, but over time the effect lessened and more input was needed. TS1 agreed with the theory and also commented that the school was already nurturing and caring. She had been impressed with the programmes of support that staff had been trained to use. TS2 also agreed with the theory from her perspective as a facilitator of Therapeutic Storywriting Groups. She felt the process of being in these groups helped the children to cope with stress. She thought it was good that the groups had taken place in school because the children developed a peer support group through being in groups together.

- HT2 agreed with the theory and she felt it was important to ensure that any impact was sustained by a project being long term, and not just affecting a few children for a short time. She wondered whether a school environment could be changed or was it that the staff had become more skilled. If they left, and/or the head teacher left, would the changes remain? She thought that overall everyone was more aware of children's emotional needs as a result of the project. TS3 felt that just helping children in the short term was not sufficient. She felt that they were able to develop their coping skills and self-esteem. TS4 agreed with the theory from her perspective as a teaching assistant delivering the Zippy's Friends (Clarke and Brown, 2010; Mishara and Ystgaard, 2006) activity.

6.2.iii Comments about Programme Theory 2

The following list is a summary of practitioners' comments about Programme Theory 2; 'effective partnership work in the area of promoting mental health and emotional wellbeing of children gives staff clear advice, guidance and support, increases their knowledge about childhood disturbance, is able to provide local, contextual knowledge, is able to offer good continuity of care and accessibility and to act as a trusted link between home and school':

- APC1 thought for a partnership to be effective it needed to be in place for several years. Confidence in the APC was seen as the key mechanism along with the ability to work at all levels in the school, including direct support. She thought that she acted as a link between school and the wider Children's Services.
- APC2 thought all of the theory was relevant. She thought a good relationship with schools was important, particularly for schools that wanted to buy into the

partnership model. She felt that schools that treated her like a member of staff had a positive partnership with her. They enabled group work to happen.

- HT1 agreed with the theory. She thought the APC1 was good, in that she was another person to support the child and to remind everyone about that child's needs. TS1 commented that she had had lots of support, clear guidance and advice from the partnership. She did not think the link with the community was true, but she thought that APC1 did provide a great link between home and school. She thought that she had received a lot of support.
- HT2 agreed with the first part of the theory about receiving clear advice, guidance and support. She thought that APC2 had developed a good continuity link with the High School. Some of the projects developed links between home and school because the parents were able to take part. She thought the second part of the theory did not fit as well as the first part. TS3 thought the partnership with APC2 had made her more aware of the emotional wellbeing of children. She was aware of how to get advice if she needed it.

6.2.iv Comments about Programme Theory 3

The following list is a summary of practitioners' comments about Programme Theory 3; 'school staff and/or volunteers supporting vulnerable children are better able to positively impact on their socio-emotional health if they have participated in training, received supervision and have followed through consistently with the approach they have been trained in when working with children over a period of time':

- APC1 thought the theory made sense. She thought that school staff needed all these strands to make it work – up-skilling, confidence and training. She felt they had to go away and do something consistently, not erratically, over a period of time. She thought it was important that they understood that socio-emotional wellbeing enhanced the curriculum work. She thought that although the training was around a specific intervention it was also around a context where values, principles and qualities needed to be understood.
- APC2 thought all the theory made sense. She thought if the school staff had not participated in training they did not understand. She thought the school needed someone who was trained and that it worked better if whole school training had taken place. She felt it was better for them to have a package to go with after training than just putting it together themselves, for example, the Zippy's Friends (Clarke and Brown, 2010; Mishara and Ystgaard, 2006) package. She thought the trained staff needed support over time to ensure they were facilitating the intervention appropriately.
- HT1 thought the training was vital. She thought it was important to have high quality training, but felt that the programme could be altered to suit the circumstances or children involved using the staff's own knowledge and expertise as teachers. She thought that training gave staff a platform, for example, schemes of work. She thought it empowered school staff and gave them confidence. TS1 thought all of the theory was correct. She felt it was true that support was the most effective when trained staff could talk to someone like the APC1. She did think the training had impacted on her practice, but it had given her another resource, another

way of supporting children and it increased her knowledge. TS2 thought that her practice did not change as a result of the training, but her knowledge increased about how children express their stress and worries. It was helpful to share children's stories and talk about them with other teaching assistants and professionals. It was helpful for TS2 to share experiences with APC1 about a particular child.

- HT2 definitely agreed with the theory. All the staff who worked with the more vulnerable children had been trained and were much more confident as a result of the training. She commented that the teaching assistants wanted to be trained and thought it was better to train everyone through whole school training and in specific approaches. She also thought that it was important to train over time in order to embed the theory so it could be practised and discussed during the next session. She felt this had a more long-term effect and that it made the training more important. It also created a group of people to support each other during the training. HT2 also thought that training a group of staff gave them an opportunity for peer supervision. TS3 thought that if staff had not been trained they might not be aware of issues affecting children's emotional health. She also thought if everyone had received training then there was a consistent approach as the child moved through the school. She thought her training had made her more aware of the difficulties children encounter as they grow up and it made her more sympathetic with children, colleagues and families as well. She also thought she was a better and more willing listener. TS4 definitely agreed with the theory. She commented that if she had not been trained to run the Zippy's Friends (Clarke and

Brown, 2010; Mishara and Ystgaard, 2006) programme she would not have broached certain topics with younger children. She thought the training gave her confidence and the ‘know-how’ to go about doing it. She also used some of the ideas from whole school training sessions, such as Circle Time, in different lessons to encourage children to talk to each other and be aware of each others’ feelings.

6.2.v Comments about Programme Theory 4

The following list is a summary of practitioners’ comments about Programme Theory 4; ‘vulnerable children’s mental health and emotional wellbeing is enhanced through the participation in evidence-based interventions delivered by trained adults’:

- APC1 thought that the theory was true, but that it was hard to measure and evaluate. She also thought children’s mental health and emotional wellbeing could be enhanced by non-trained adults with non-evidence based interventions, for example, Brownies.
- APC2 thought all the theory made sense. She thought that training teaching assistants in solution-focused approaches helped the children to feel more valued by someone in school who understood their particular problems. She thought staff’s use of language changed because of the training and they were more able to use active listening skills, were more empathetic and more able to talk about feelings because they were more in touch with their own feelings. They had also commented to APC2 that they had started using the active listening skills at home!
- HT1 thought that the theory entirely made sense to her. She had noticed that some of the more vulnerable children needed to have that kind of work to be ongoing or needed to revisit one-to-one counselling. When asked about the groups run by

trained school staff she noted that once many of the children in the middle layer of need had been taught strategies and they felt more secure emotionally, they were able to hold onto that and did not need to engage in any more therapeutic activities. TS1 commented that she thought the theory did explain what was happening and it matched her 'gut feeling' that it did make a difference. She thought it was hard to measure, but she felt that if 'you know the children and you know it makes a difference'. TS2 agreed with the theory. She has noticed that as the groups have progressed the children seemed to be happier. She thought it created a bond between the adult facilitating the group and the children. She thought that this only happened when you shared something special and it was not the same as sitting next to a child to help them in lessons. She thought it was hard to measure on a scale, but that they seemed happy, had a bond with the adult who was someone they could go to after the groups had finished.

- HT2 agreed with theory, particularly about the therapeutic storywriting groups. She thought that they had a big impact on the children. They produced some amazing work and they loved going to the groups. She commented that her staff had found the Quality Circle Time delivered by APC2 as inspirational. She also thought that the Happier Playtimes Project which parents took part in made a big difference. She noted that Zippy's Friends (Clarke and Brown, 2010; Mishara and Ystgaard, 2006) was still taking place in her school. When asked about groups run by trained school staff she noted that staff became more confident in doing this kind of work and that staff were now continuing the transition work originally done by APC2. She thought that this enabled the school to do something rather than waiting for it to get to such a stage that outside agencies were needed. TS3 commented that Zippy's

Friends (Clarke and Brown, 2010; Mishara and Ystgaard, 2006) has shown over time that it had a positive effect on children's emotional wellbeing. She thought it made sense that interventions were used that had been proven to be successful. She thought that there was a risk that if staff had not been trained they may not deliver the intervention properly or be able to deal with a Child Protection disclosure. TS4 gave an example of how Zippy's Friends (Clarke and Brown, 2010; Mishara and Ystgaard, 2006) had helped a little girl talk to her grandmother about her mother's death. The grandmother had come into school to thank the teacher for this; it had been difficult for them to do this before then even though they had been for bereavement counselling. The teacher felt that Zippy's Friends gave the children the emotional language to express their feelings.

These comments about the Programme Theories are discussed further in the chapter. The next section presents the evidence about effective CMO configurations.

6.3 Effective contexts

Table 6.1 presents a summary of all the practitioners' comments about effective contexts. It can be seen that many of the APCs' descriptions of an 'effective context' can also be found in the head teachers' and trained school staff's reflections about their school context. If a comment was said more than once, it has been coloured blue in the table.

Table 6.1: Comments about effective school context

Key: **Blue denotes at least two comments**

APC1 and APC2	HT1	TS1 and TS2	HT2	TS3 and TS4
School commitment to the project	whole school ethos around promoting children's mental health and emotional wellbeing	nurturing nature of school	HT leads from the top	receptive staff group
HT and school staff wanted to be involved	HT recognised need to up-skill staff	HT empathetic to children's emotional needs	everyone feels part of the focus on mental health and emotional wellbeing	staff willing to be trained
HT and school staff were 'emotionally well' themselves	parents and children have trust in school staff	HT willing to put new interventions in place	interventions are put in place	HT supports training and wants staff to improve their skills.
They were organised and followed through with agreements.	Non stigmatisation of children receiving support	HT supports project	school willing to take help offered	familiar setting and group facilitator
Bought into the wider approach	APC already known to school	HT sent staff on training	school seeks expertise from others	size of school
HT willing to give up INSETs to do more than the minimum	HT takes part in training for some of the approaches	HT allowed time for interventions to take place	school able to recognise when there is a need for external agency to be involved	everyone involved
trust and confidence in the APC	HT has empathetic view of all staff	HT supportive of interventions	small school	welcoming school
shared responsibility for mental health and emotional wellbeing	HT values all staff and supports their training at all levels	HT enabled the groups to happen	APC treated as a member of staff	open to new ideas
Staff emotional wellbeing valued	ambition and drive of senior leadership team gives work importance	HT is interested in social and emotional health of children	school open to working with outside agencies	HT promotes the intervention
HT values training	quality of the staff	HT open to new ideas	consistent approach across the school	
schools wanted to buy into partnership model	HT supports project	HT supportive of staff delivering interventions	HT supports training of staff	
wanted to change	HT listens to staff's interest in training	school has caring and inclusive ethos	open school	
HT allowed staff to go off curriculum duties	HT believes in up-skilling staff	all staff nurture children	willingness to hear and accept ideas	
treated APC as a member of staff	HT has a plan of how to build capacity in this area	trained staff member is expected to deliver because she has attended training.	HT needs to prioritise focus on emotional wellbeing	
gave APC space physical and otherwise	ethos of school promotes children's emotional wellbeing	APC1 – like a member of staff	HT enables group work to take place in school	
HT had vision	everybody accepts responsibility for children's wellbeing		HT encourages teaching assistants to be trained	
welcoming receptionists	intervention takes place in school		school is open to new ideas	
whole school approach	HT gives practical support so interventions can take place		staff willing to put in 'extra bit' to benefit the children	
school willing to go with the intervention.	Staff care about children and are nurturing		staff work together	
class teacher supportive of group taking place			training has increased HT's understanding of interventions and her understanding of children's emotional needs.	
School context was supportive to this kind of support groups			all staff's views about children are respected	

6.3.i APCs' comments about effective contexts

Both APC1 and APC2 commented on the difference that the context of the school made with regard to the effectiveness of their support for schools. Schools where the ethos was more conducive to this type of work were viewed as effective contexts. These were schools with an inclusive philosophy (see Table 6.1). In general, effective contexts were schools where the school had a commitment to the project and the head teacher and staff group wanted to be involved. APC1 and APC2 also agreed that in an effective context the head teacher and school staff were 'emotionally intelligent' and able to see the importance of promoting mental health and emotional wellbeing. In an effective context, the head teachers: bought into the wider approach and were willing to devote whole school INSETs to raising staff awareness of children's emotional needs; they promoted a shared responsibility for mental health and emotional wellbeing in their school; were keen to develop a whole school approach and valued the training of staff at all levels; often had a vision of what they wanted their school to be like; allowed staff to prioritise emotional wellbeing support above curriculum duties and they enabled group work to happen. In these schools, all the staff in the school were aware of the importance of the project work and were either directly involved, or were supportive of it.

The experience described by the APCs in effective contexts was one of being treated as though they were part of the school staff. The schools displayed a trust and confidence in their work. On the whole, these effective contexts valued staff's emotional wellbeing and were generally welcoming and specifically to the APCs. This type of school was helpful, organised and followed through with agreements. They gave the APCs space to work, when needed, and generally wanted to work in partnership with them. They were willing to

reflect on changes needed to support children in their schools. For the APCs, ‘ineffective Cs’ were viewed as those that only wanted to refer individual children to the project team.

6.3.ii HT1, TS1 and TS2’s comments about their school context

The head teachers’ and trained staff’s realistic interviews along with the evaluator’s contemporaneous record of reflections can be found in Appendices XX–XXV. The HT1, TS1 and TS2 believed their school had a whole school ethos that promoted children’s emotional wellbeing and all staff were seen as nurturing and caring towards children. Everyone in the school community was viewed as accepting responsibility for children’s mental health and emotional wellbeing and the HT1 was noted for her empathy towards children’s emotional needs and her interest in their social and emotional health. They felt that parents and children had trust in the school staff. HT1 was seen as being open to new ideas and overtly supported the project. She, herself, commented that her senior leadership team had the ambition and drive to give this kind of work a high priority. She valued her staff and supported their training needs at all levels. She recognized the need to up-skill her staff and had planned their training needs. She had also attended some of the training courses herself. She listened to her staff’s interest in training and had an empathetic view of their needs when dealing with difficult children. She had an expectation that staff would use their new acquired training skills or would deliver interventions. HT1 enabled this to happen by allowing time and resources for group work to take place. In this school, interventions were conducted in a non-stigmatizing way for the children receiving support. The interventions took place in school and were facilitated by familiar adults, either school staff or the APC1 who was treated like a member of staff.

6.3.iii HT2, TS3 and TS4's comments about their school context

HT2, TS3 and TS4 viewed their school as a welcoming school which was open to new ideas. HT2 felt it was important to lead the way and to prioritise the focus on children's emotional wellbeing and develop a consistent approach throughout the school. She thought that everyone in her school felt part of this focus and she had supported the training of staff. TS3 and TS4 also thought that the school staff body was receptive and willing to be trained. HT2 thought her school staff had a willingness to hear and accept ideas. As a head teacher she had supported the training of staff at all levels to improve their skills, particularly teaching assistants. HT2 had attended training herself and this had increased her understanding of interventions and children's emotional needs. She had devoted time and resources to enable group work and interventions to take place. These interventions had taken place in school (a familiar setting) with a known group facilitator. APC2 was welcomed in staff as though she were a member of staff. HT2 was keen to emphasise that her school was always willing to take any help offered and actively sought expertise from external agencies. She thought that all staff's views about children's needs were respected and they were seen as willing to put in the 'extra bit' to benefit children. HT2 thought the smallness of the school supportive of this kind of work and encouraged staff to work together.

6.3.iv Summary about effective school contexts

The head teacher's and trained staff's collective comments about their school seem to be a reasonable match with the requirements of the APCs for an effective context to support their participatory partnership and the long term, multi-faceted, multi-level project work offered by the Treasure Project. A key element of an effective context, described by both

APC1 and APC2, was that they were treated like a member of staff. As this was also the view of the chosen successful schools, it can be assumed that on the whole the partnership work in these schools had been satisfying to both parties. The implications of this close relationship for the validity of the findings arising from the realistic interviews are discussed in Chapter 7.

These findings about school contexts conducive to effective partnership work in the area of mental health promotion are similar to some of the research findings from which Programme Theory 3 is derived (Pettit, 2003; Buckland *et. al.*, 2005; Kelly *et. al.*, 2005; Panayiotopoulos and Kerfoot, 2004). For example, Pettit's (2005) paper states that CAMHS workers found that working in primary schools easier and more accessible than working in secondary schools. This was attributed to the more nurturing environment in primary schools with a higher priority given to children's emotional wellbeing, the importance of early intervention, the restrictions of the school curriculum in secondary schools and the largeness of secondary schools along with the complex management system made relationships harder to build. Some of the key features of schools, listed by Pettit (2005), that facilitated effective joint working with CAMHS workers were similar to the findings from the Treasure Project evaluation, for example: the school being open to other professionals; good communication within the school about pupils; prioritising of pastoral issues and children's wellbeing; and providing undisturbed space for one to one sessions and group work.

The next section looks at some of the mechanisms that have been identified as building and sustaining capacity in schools as well as enhancing children's mental health and emotional wellbeing.

6.4 Effective mechanisms identified in the realistic interviews

Table 6.2 presents a grid of all effective mechanisms identified in successful Project Schools linked to the role of the APC. The functions of these mechanisms fall into two sets: 1) those mechanisms which prepared the APCs for their new role (written in red), and 2) those related to the partnership activities of the APC in promoting mental health and emotional wellbeing of children within the Project Schools. Some of these mechanisms could also be regarded as contexts. The researcher thought it was important to recognise the dual allocation of function for some comments (coloured in blue) because many of the identified key mechanisms would not have had this function if the context had not been conducive to the work taking place, for example, the 'cost free' nature of the project for the first two years. It cannot be assumed, however, that because the project was free to schools this meant that there was an automatic take up of support. The researcher only wished to highlight the complex nature of CMO configurations.

Table 6.2: Identified mechanisms associated with APCs' role

Key: Blue = C as well as M Red = M for Area Project Coordinators only

Mechanisms about Treasure Project in general or Area Project Coordinator					
APC1	APC2	HT1	TS1 and TS2	HT2	TS3 and TS4
Quality Circle Time training for APC	readiness of APC to offer interventions developed over time	trust that she is a positive link between home and school	personality of APC	trust developed between APC and school	APC's knowledge of children
APC attended EP training days	training for APC	enthusiasm, drive, passion of APC	APC1 – like a member of staff	delivery of intervention	APC's work in school
Treasure Project resources were cost free	APC gained experience and expertise as time went on	relationship between APC and school	APC's insight into children	matching intervention to need	partnership with APC
no cost for service	free service	positive relationships with parents	resources and ideas from Treasure Project	modelling approach with children for staff to observe	APC was familiar to children
APC i) having a breadth of skills, ii) being trusted as professional to interact with parents, children and staff, iii) versatility, iv) ability to see the larger picture for the school, v) connections and knowledge of other support services is valued, vi) being a link to wider initiatives	costs covered for training	APC's skills and personality	practical advice	good access to support and advice for parents	presence of APC in school
APC uses an approach that suits her	'Treasure Project' name helped	APC supported trained staff after training had ended	availability for consultation	easy access to advice and appropriate interventions	flexibility of APC's support to match need
Range of experiences and skill sets in the team	knowledgeable APC	work of APC raised understanding of child's needs	long term nature of project	knowledge of what was on offer	APC2 availability for reassurance and support
Support took place within school environment	personal qualities of APC	presented to governing body of school	respect for APC's work	link person (APC)	the familiarity of APC2 delivering the course
APCs' individual skill set and beliefs	relationship with schools	support work took place in safe, familiar environment	regularity of visits of APC	APC willing to be hands on	support from APC2 when needed during delivery of programme
APC's own motivation and passion about approach	informal approach	availability of counselling support is flexible	APC known to staff	APC working with groups of children	follow through from training

APC1	APC2	HT1	TS1 and TS2	HT2	TS3 and TS4
Training delivered by someone who knows the approach well and has conviction in it.	Positiveness	counselling support continues informally after sessions have ended	availability of APC to support training	positive support (APC)	positive interest in children
systemic way of working	Work could be linked to Healthy Schools and ECM agenda	APC apart from the school	training from knowledgeable and experienced presenters	full of ideas (APC)	support of children over time important
Offered support for presented problem	creative and good ideas		availability of APC to consult with around children in groups	advice from APC	
Long term support from APC	offer of external training			APC worked with staff	
New and novel approaches and interventions	telephone contact with school			APC was observed by staff	
Custom-made project tailored to need of school, but rooted in evidence-based interventions and approaches	lot of things to chose from			having APC in school to support	
Expertise in different interventions	giving of advice by APC			APC's knowledge of the school	
Placement students brought knowledge, energy and flexibility to team	having fun with schools			long term	
Skill of APC in gaining school's confidence	flexibility and responsiveness of APC's support			availability of APC to talk over a problem	
negotiating work with schools is necessary for effectiveness	Link between child and school				
cross community awareness raising	Partnership relationship with APC to support, take the load, give advice, plan, offer an effective strategy.				
APC models emotional health and healthy emotional wellbeing behaviour when she is in schools	on going support and evaluation from APC				
	Useful for Ofsted				

6.4.i Effective mechanisms identified by APCs for preparing them for their new role

Both APCs identified some key mechanisms that helped them with their new role. These were: training in key approaches; gaining experience and expertise as time went on; and an increase in their readiness to deliver interventions over time. It should be noted that the APCs were accredited Quality Time Circle (Moseley, 1996) trainers and participation in this training was viewed as pivotal to their understanding of whole school work. They were also trained to deliver and train others in Therapeutic Storywriting (Waters, 2004) approaches and Zippy's Friends (Clarke and Brown, 2010; Mishara and Ystgaard, 2006). In addition to this, the Treasure Project Senior Educational Psychologist had provided training in solution focused approaches (De Shazer, 1985) and PATH facilitation (Pearpoint *et. al.*, 1993). They had also attended Educational Psychology Service training days throughout the duration of the project.

These findings about preparing external professionals for effective partnership work in schools in the area of mental health promotion are similar to some of the research findings from which Programme Theory 3 is derived. For example, Buckland *et. al.*'s (2005) paper identifies the additional training provided in solution focused approaches (De Shazer, 1985) and the participation in a Department of Health initiative on nurse leadership which included a 3-day training course on 'Leading empowered organisations' as being useful both professionally and personally for the school nurses involved with the project.

6.5 Effective mechanisms identified in successful Project Schools

The next table, Table 6.3, presents a summary of the comments from APC1, APC2, HT1, HT2, TS1, TS2, TS3 and TS4 identifying ‘effective mechanisms’ in successful Project Schools. Once again some of the mechanisms (Ms) could also be viewed as contexts (Cs) and they are in blue; for example, the ‘head teacher having a training plan’.

Table 6.3: Effective mechanisms associated with success of Treasure Project in Project Schools

Mechanisms related to the success of the Treasure Project in successful Project Schools (Key: Mechanisms that could also be contexts are written in blue)					
APC1	APC2	HT1	TS1 and TS2	HT2	TS3 and TS4
Emphasis on the whole school approach	staff turnover need for training of new staff	audit of needs	Creative Sparks group	teaching assistants wanted to be trained	training important to safe guard vulnerable children
teaching assistants want to be trained follow through with training and set up groups, etc	person had passion for that kind of work	staff training plan developed	Therapeutic Storywriting	head teacher attended both specific training in approaches and whole school work	feeling intervention was a worthwhile thing to do
APC has a belief in the ability of this work to have an impact	whole school training	teaching assistants are calm, caring and have effective behaviour management strategies	Zippy's Friends training	PATH pulled people together	confidence in approach being used
consistent message about collective responsibility	training of key staff	staff known to children staff skills	Zippy's Friends programme	whole staff awareness	Zippy's Friends
APC and HT are encouraging staff to go on several training courses	support over time to ensure skill and confidence in approach	part of provision map	TSW ideas	Therapeutic Storywriting training	talking about parents and problems in families in Zippy's Friends
atmosphere in training of valuing all staff	interactive training	teaching assistants confident enough to suggest it as an intervention.	Stories and characters in Zippy appeal to children	training for all levels of staff	trained in active listening skills
More than 4 things there was more than an accumulated effect	enjoyable training	staff have knowledge and expertise	Zippy	built staff confidence through support and training	the flexibility of Zippy's Friends materials
Staff trained 'sitting by Sally' method as interventions are delivered	model emotional literacy within training	PATH	group outlet for lots of their emotions	whole school INSET	DVD that is played regularly has a key message about emotional wellbeing and learning from APC
Multi-level approach much more upskilling of staff.	Good quality resources	PATH displayed in staffroom	time tabling	Therapeutic Storywriting groups	training to raise awareness
range of approaches used	gave them a voice to say how the staff felt and what they would like to happen	whole school activities	Zippy's Friends has clear weekly plans, covering different emotions and circumstances, good structure	evidence of impact of intervention shared with staff group	training of all staff
Number of interventions offered.	Nice environment for training – set up of room	whole school training	having a balanced group	Zippy's Friends programme	role play in training
specific intervention training for school staff	Used ideas from other training sessions e.g. Quality Circle Time.	Zippy's Friends training	regularity of things happening in school keeps project in mind	lunchtime supervisor's training	active listening part of training
values, principles and qualities espoused during the training	participatory, interactive training	lunchtime supervisor's training	whole school INSETs	Happier Playtimes Project	interactive training

APC1	APC2	HT1	TS1 and TS2	HT2	TS3 and TS4
take up better when intervention also impacts on learning e.g. TSW	varied activities	Therapeutic Storywriting training	one to one counselling	PATH displayed in staffroom	informal, relaxed, non-intimating training approach
take up better when staff able to observe same intervention being delivered by APC in school	plans made during training for staff to implement in school	small group support	staff confidence in their own skills	Listening mentor	training with others
varied training packages around the same evidence-based intervention	working with other school staff	Zippy's Friends intervention	knowledge increased over time	choice of staff to be trained	training important to build skills
incidental learning through observation of APC in school.	Flexibility around intervention	One to one counselling	Zippy's Friends programme – it's consistency	whole staff training	training keeps integrity of approach
modelling approach through set up of training	staff trained at the same time that the intervention is delivered	Group work	Therapeutic Storywriting programme – children given freedom to write	APC organised Fun Day for community	trusted adult facilitator
having examples to hand to talk about during training	solution focused approaches work	individual needs recognised within group	setting of group work	training teaching assistants	group is necessary for children to talk
linking training to initiatives already in school like SEAL	use of active listening skills	flexibility of approach to being adapted by teachers	setting of group work	training of listening mentor	quiet place in playground with listening mentor
drawing down on knowledge of other approaches	changed language used with children	schemes of work	relationship with children	all the teaching assistants were trained	familiar setting and group facilitator
training staff at different levels in the school	confidence in approach – evidence it works	gives participants confidence	facilitated by familiar person	whole school approach taken	setting of group work is important for it to be effective.
APC promotes an ecological view of mental health and emotional wellbeing	group in school setting	trained staff rolled out approach	trust in facilitator	all staff being trained	TS adapted the approach to meet specific children's needs.
Group work	not curriculum	children are taught strategies	Therapeutic Storywriting groups	training over time has a more long term effect	TS's knowledge of programme (Zippy's Friends)
peers to interact with and feedback	fun	non-curriculum content to group work	gaining knowledge about approach	training creates a group of people to support each other	Enjoyment of delivery of programme (Zippy's Friends)
group facilitator uses small interactions as a real life context to reflect on behaviour or emotional issues	time to express themselves	listening to children is a key part of the group work	sharing stories with other teaching assistants and professionals	Therapeutic Storywriting intervention	Quality Circle Time training
friendships develop in small group	listened to the children	children feel safe in small group	ideas and concepts	Quality circle time training	PATH a key mechanism for pulling staff together
group supports individual	someone interested in them	groups well organised and planned	different ways to create environment for group to take place	Happier Playtimes Project	Therapeutic Storywriting training
Enjoyment of group	smiling group facilitator	groups are well resourced	training over time	confidence in staff group	Therapeutic Storywriting delivery

APC1	APC2	HT1	TS1 and TS2	HT2	TS3 and TS4
children can practise skills in group context	time with children	plans shared with the rest of staff	training with others from different backgrounds	willingness to adapt work	being part of Treasure Project
individual differences recognised in group context	children wanted to come to the group	information shared with staff	able to share experiences as time went on	transition work	ideas from the project time that were seen as successful
use of Quality Circle Time to enhance group work in TSW		group work is put in place as need arises	listening skills practice	group work more acceptable to children and parents	Circle Time
Rogerian principles to underpin training			case studies being shared at the beginning of the training.		Ideas from training passed on
focus on staff's emotional wellbeing in the training			small group work		did the training with another staff member
the setting where the group takes place			adult is around school for support after intervention has ended		examples of how others delivered the intervention
Preplanning with school around setting up group and protecting it			creating the right atmosphere		evidence of evidence base
			consistency of group (in all ways)		role play as children in Zippy's Friends training
			group work supported reintegration into school		Zippy's Friends materials build confidence in school staff delivering programme
			practical advice in training		TS's motivation to deliver programme
			working in the metaphor		
			where the group takes place		
			teacher models writing stories		
			availability of teaching assistant time		
			experience of running groups		
			ability to reflect on adult's responses to children		

The researcher has organised the functions of these mechanisms into four categories; 1) APC building a relationship with the school, 2) direct interventions, 3) training, and 4) sustaining capacity in school. These four mechanism categories are described in the next four sections.

6.5.i Function 1: Building a relationship with schools

The process of the APC building a relationship with a school would seem to have had several mechanisms associated with it. These were: the presence of the APC in school, the regularity of their visits, the easy access to advice and consultation, the support after training has taken place, the long term nature of the support, the willingness to be ‘hands on’, the flexibility of the support and providing of good ideas. Being observed working with children by staff also was noted as a powerful mechanism that developed respect for the APC’s skills and abilities. Further mechanisms were: the linking of their work to other initiatives in the school; the observed supportive interactions with parents, staff or the wider school community (such as governors); the positive nature of the support; and the positive impact of the evidence-based interventions taking place in the school; all these seemed to lead to the building of trust and respect between the school and the APCs. It was important that they were seen to behave within the ethos they promoted.

These findings about mechanisms linked to effective partnership work in the area of mental health promotion are similar to some of the research findings from which Programme Theory 3 is derived (Pettit, 2003; Buckland *et. al.*, 2005; Kelly *et.al.*, 2005; Panayiotopoulos and Kerfoot, 2004). For example, Pettit (2005) states that mental health workers stressed the importance of spending time in schools and the value of informal

communication. They found that being part of the staff room facilitated a greater understanding of the health worker's role for the teachers and allowed for informal discussions about the work.

6.5.ii Function 2: Direct interventions

Effective direct intervention mechanisms that were mentioned included: the Listening Mentor and quiet space at lunchtime; Quality Circle Time being demonstrated with a class and then used in the school; individual counselling; Therapeutic Storywriting groups; Creative Sparks (Treasure Club); Transition work with Year 6; solution focused approaches 'Treasuring Ourselves' group work; Teddy Bear's Picnic; family counselling work; Community Fun Day; and transition work. Information about the named interventions can be found in Appendix II.

6.5.iii Function 3: Training

Mechanisms around training that were noted included: PATH whole school development work; whole school training in Quality Circle Time (Moseley, 1996) in both schools; Zippy's Friends (Clarke and Brown, 2010; Mishara and Ystgaard, 2006) external training course for two staff in each school; Listening Mentor training in PS12; lunchtime supervisors' training as part of Happy Playtimes Project in both schools; Active Listening Skills training for 11 school staff; Therapeutic Storywriting external training course attended by several staff; and 'sitting by Sally' (for solution focused approaches 'Treasuring Ourselves' groups). Appendix II provides information about these named interventions. The informal, interactive nature of the training courses was also a key mechanism. Training with others and sharing practice were viewed as comprising a strong mechanism

to embed skills securely into professional practice. Several of the training courses took place over a few days and this was noted as enabling staff to develop a high level of understanding of the therapeutic support role. The opportunity to practise listening skills and to role play being a child were also mentioned several times. It was also thought that the delivery of an intervention in school by the APC encouraged teaching assistants to want to be trained themselves. The display of the PATH poster after the whole school development and awareness-raising day was also key to ideas being discussed after training. It was also noted that because there was a rolling programme of either interventions and/or training in the schools the feeling of doing work in a valued area was reinforced by the head teacher on a regular basis.

6.5.iv Function 4: Sustaining capacity in schools

Mechanisms that appeared to sustain staff's capacity to continue to support children's mental health and emotional wellbeing in the school environment were: a flexible approach to the intervention; support from the APC; good resources from training (such as programmes or lesson plans) that could be returned to, even if the intervention had not been delivered for a while; training staff at all different levels of the school community; the quality or interest of staff chosen for training; whole school training to raise awareness of children's emotional needs; an interest in the intervention being delivered being maintained by head teacher or APC; trained staff attending several courses; several of the staff being trained at the same time, providing a peer supervision group; and finally, interventions continuing to be delivered and valued as part of the provision of the school.

6.6 Discussion of findings from Phase 2

The next section of Chapter 6 discusses how the findings from Phase 2 were used to adjust the Programme Specification. This adjustment was undertaken in two stages: the first took account of practitioners' direct comments about the Programme Theories, and the second stage was carried out to take account of CMO configurations brought to light during the realistic interviewing process.

6.6.i Using direct comments about Programme Theories in Phase 2 realistic interviews to adjust the Programme Specification

All the findings from Phase 2 seem to confirm that Programme Theory 1 stands as a strong theory to describe effective practice for project work in the area of promoting the mental health and emotional wellbeing of children. The interviewees proposed suggestions to go alongside the theory in order for it to be a better description of effective practice. These suggestions can be found written in blue in the effective mechanism section of the adjusted Programme Specification (Table 6.3).

The responses from the realistic interviews revealed there were several changes that needed to be made to Programme Theory 2. These are written in blue in the first column of Table 6.4 and have also been written in blue in the following theory to show that they have been incorporated into a new theory about partnership suggested by the researcher. The researcher has suggested that the adjusted Programme Theory 2 should read as follows (adjustments in bold): 'Effective partnership work in the area of promoting mental health and emotional wellbeing of children **promotes a whole school approach; develops a strong relationship with the school over time;** gives staff clear advice, guidance and

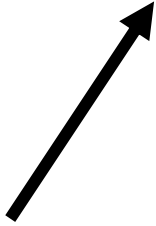
support; **raises their awareness of mental health and emotional wellbeing promotion;** is able to offer direct support to children; is able to provide **link to Children's Services and other organisations;** is able to offer good continuity of care and accessibility; and to act as a trusted link between home and school. (***bold typeface** indicates new theory*)

The findings from Phase 2 seem to confirm that Programme Theory 3 and Programme Theory 4 also stand as strong theories to describe effective practice for project work in the area of promoting the mental health and emotional wellbeing of children. Suggestions for improving the description of effective practice that arose from the interviews are noted in blue in the effective mechanism section of the Programme Specification (Table 6.4).

Table 6.4: Initial refinement of initial Programme Specification after realistic interviews

(✓ denotes sufficient evidence in Phase 2)

Programme Theory (PT)	Positive School Contexts I	Effective Mechanisms (M)	Evidence of Positive Outcomes (O)
<p>PT 1: A project which is successful in promoting mental health and emotional wellbeing of children (O) is long term, school-based, multi-faceted, multi-level (M) and works at changing the institution and environment (O) as well as individuals so that those elements such as organic factors, stress and exploitation are decreased and children's coping skills, self-esteem and social supports are increased (O).</p> <p>KEEP THEORY – refine configurations of CMOs in successful schools</p>	<p>PS with participatory relationship with Area Project Coordinator. Interventions are valued and timetabled. (PT1:C1) ✓</p> <p>P20 and P12 viewed as effective contexts (see Chapter 7)</p>	<p>Head teachers meet regularly with APC to plan Treasure Project work around whole school needs in a multi-faceted and multi-level way. (PT1:M1) ✓</p> <p>INSET training takes place around mental health and emotional wellbeing (PT1:M2) ✓</p> <p>APC directly supports children, young people and families (PT 1:M3) ✓</p> <p>Whole school projects are planned and implemented (PT1:M4) ✓</p> <p>Staff are trained in specific approaches to support mental health and emotional wellbeing and interventions are put in place (PT1:M5) ✓</p> <p>APC1:</p> <ul style="list-style-type: none"> Used a range of approaches Systemic work across school community Opportunity to train staff <p>APC2:</p> <ul style="list-style-type: none"> Need for strong relationship Head teacher to take lead and give importance to this kind of work. <p>HT1, TS1 & TS2:</p> <ul style="list-style-type: none"> Good interventions Group work effective <p>HT2, TS3 & TS4:</p> <ul style="list-style-type: none"> Long term needed Staff skilled Everyone aware of children's emotional needs Evidence of affecting children's coping skills and self-esteem 	<p>Staff report increased understanding with regard to how children's mental health and emotional wellbeing needs can be met in a school environment (PT1:O1) ✓</p> <p>Head teacher will be aware of positive whole school changes with regard to the promotion of mental health and emotional well-being of children (PT1:O2) ✓</p> <p>Families will report positively about the Treasure Project and its impact on their children's wellbeing. (PT1:O3) ✓</p> <p>Key staff will be enthusiastic about specific approaches and will use these approaches to support vulnerable children after training (PT1:O4) ✓</p> <p>Positive evidence of all and/or vulnerable children's self-esteem and self-confidence increasing (PT1: O5) ✓</p> <p>Positive evidence of all and/or vulnerable children coping skills increasing (PT1: O6) ✓</p> <p>Positive evidence of all and/or vulnerable children's social support increasing (PT: 07) ✓</p>

Programme Theory (PT)	Positive School Contexts I	Effective Mechanisms (M)	Evidence of Positive Outcomes (O)
<p>PT 2: Effective partnership work (O) in the area of promoting mental health and emotional wellbeing of children I taff clear advice (M), guidance and support (M), increases their knowledge about childhood disturbance able to provide local, contextual knowledge able to offer good continuity of care and accessibility (M) and to act as a trusted link between home and school (M).</p> <p>Area Project Coordinators, head teachers and trained staff support theory to some extent. They would like to add:</p> <p>APC1:</p> <p>Confidence in APC, ability to work at all levels in the school, including direct support. Link between school and wider Children's Services.</p> <p>APC2:</p> <p>good relationship, schools to buy into partnership model, treat APC like a member of staff, enabled group work to happen.</p> <p>HT1, TS1 & TS2:</p> <p>APC supports child and reminds others of their needs. Link with community not true.</p> <p>HT2, TS3 & TS4:</p> <p>Link with community not really correct.</p>	<p>PS with participatory relationship with Area Project Coordinator. Interventions are valued and timetabled. (PT1:C1) ✓</p> <p>P20 and P12 viewed as effective contexts (see Chapter 7)</p> <p>NEW THEORY:</p> <p>Effective partnership work (O) in the area of promoting mental health and emotional wellbeing of children promotes whole school approach I , develops a strong relationship with the school over time, gives staff clear advice (M), guidance and support (M), raises their awareness of mental health and emotional wellbeing promotion (O), is able to offer direct support to children, is able to provide link to Children's Services and other organisations (M), is able to offer good continuity of care and accessibility (M) and to act as a trusted link between home and school (M).</p> 	<p>Head teachers meet regularly with APC to plan Treasure Project work around whole school needs in a multi-faceted and multi-level way.</p> <p>(PT2:M1) ✓</p> <p>INSET training takes place around mental health and emotional wellbeing</p> <p>(PT2:M2) ✓</p> <p>Staff approach APC for advice, guidance and support</p> <p>(PT2:M6) ✓</p> <p>Families are referred to Treasure Project Educational Psychologist</p> <p>(PT2:M7) ✓</p> <p>APC develops links with partner agencies in the area local to the school</p> <p>(PT2:M8)</p> <p>Pathways for referral are understood and used when appropriate</p> <p>(PT2:M9) ✓</p> <p>APC ensures parents have good knowledge of (and links with) Treasure Project work in school</p> <p>(PT2:M10) ✓</p>	<p>Head teachers will comment positively on the advice, guidance and support of TP</p> <p>(PT2:O1) ✓</p> <p>TP team's advice, guidance and support is valued</p> <p>(PT2:O2) ✓</p> <p>Head teacher views staff as being more knowledgeable about the promotion of mental health and emotional wellbeing</p> <p>(PT2:O3) ✓</p> <p>Families report positive outcomes from meeting with Educational Psychologist</p> <p>(PT2:O4) some evidence from HT2</p> <p>Partner agencies report strong links to Treasure Project</p> <p>(PT2:O5) some evidence from interviews</p> <p>Referral Pathways are used appropriately</p> <p>(PT2:O6) some evidence from interviews</p> <p>Projects in school include local partners and agencies and school community</p> <p>(PT2: O7) some evidence from interviews</p> <p>Parents' comments about Treasure Project are positive</p> <p>(PT2:O8) some evidence from interviews</p>
<p>PT 3: School staff and/or volunteers supporting vulnerable children I are better able to positively impact on their socio-emotional health (O) if they have participated in training (M), received supervision (M) and have followed through consistently with the approach they have been trained (M) in when working with children over a period of time (M). KEEP THEORY – refine configurations of CMOs in successful schools</p>	<p>PS with participatory relationship with Area Project Coordinator. Interventions are valued and timetabled. (PT1:C1) ✓</p> <p>P20 and P12 viewed as effective contexts (see Chapter 7)</p>	<p>Staff are trained in specific approaches to support mental health and emotional wellbeing and interventions are put in place</p> <p>(PT1:M5) ✓</p> <p>TP staff facilitate the co-delivery of intervention with school staff</p> <p>(PT3: M11) ✓</p> <p>Planning/reflection takes place before/after intervention delivery</p> <p>(PT3: M12) ✓</p> <p>APC1</p> <p>Training needs to be in context where values, principles and qualities need are understood.</p>	<p>Trained staff set up interventions and use approaches</p> <p>(PT3: O1) ✓</p> <p>Interventions continue in school after training</p> <p>(PT3: O2) ✓</p> <p>Staff feel confident about delivering interventions or facilitating therapeutic groups without support</p> <p>(PT3: O3) ✓</p> <p>Further training is sought in same or different approach</p> <p>(PT3: O4) ✓</p> <p>TP and/or training courses recommended to head teachers in other schools</p>

Programme Theory (PT)	Positive School Contexts I	Effective Mechanisms (M)	Evidence of Positive Outcomes (O)
		<p>APC2</p> <p>Programme to guide work is needed</p> <p>HT1, TS1 & TS2</p> <p>High quality training needed. Programme needs to be flexible. Clear schemes of work were needed. Follow up support needed. Helpful to share experience and casework.</p> <p>HT2, TS3, TS4</p> <p>Training over time builds school staff's skills. Training a group of staff together builds peer support group. Ideas from approaches can be used flexibly.</p>	(PT3: O5) ✓
<p>PT 4: Vulnerable children's mental health and emotional wellbeing is enhanced (O) through the participation in evidence-based interventions (M) delivered by trained adults I.</p> <p>KEEP THEORY – refine configurations of CMOs in successful schools</p>	<p>PS with participatory relationship with Area Project Coordinator. Interventions are valued and timetabled. (PT1:C1) ✓</p> <p>P20 and P12 viewed as effective contexts (see Chapter 7)</p>	<p>Group facilitators are trained (PT4: M13) ✓</p> <p>Trained school staff or TP team member facilitate/deliver interventions (PT4: M14) ✓</p> <p>Vulnerable children are targeted for interventions (PT4: M15) ✓</p> <p>APC2</p> <p>Adults need to develop active listening skills</p>	<p>Staff report participating children's mental health and emotional wellbeing has been enhanced (PT4: O1) ✓</p> <p>Parents report participating children's mental health and emotional wellbeing has been enhanced (PT4: O2) ✓</p> <p>Participating children report that their mental health and emotional wellbeing has been enhanced (PT4: O3) ✓</p> <p>Group facilitators report that participating children's mental health and emotional wellbeing has been enhanced (PT4: O4) ✓</p>

Table 6.4 shows the initial changes suggested when the interviewees were asked directly about the Programme Theories. A second adjustment of the Programme Specification was undertaken after the main body of the interviews was analysed to find CMO configurations that might be active in supporting the theories on a more general level. This second refinement is represented in Table 6.5.

6.6.ii Using information about CMO configurations in Phase 2 ‘realistic interviews’ to further adjust the Programme Specification

This section looks at some of the CMO configurations that have revealed themselves in the realistic interviewing process. The researcher recognises that the timescale of this research was too short to find all the effective CMO configurations and, as a consequence, the researcher has only included some that might be useful to take forward as ideas to be considered by current practitioners. The goal of this evaluation is viewed, by the researcher, as part of the quest for the ‘*continual betterment of practice*’ (Pawson and Tilley, 1997, p.119). The researcher has therefore attempted to work through a process of CMO configuration focusing to form theories or ‘*ideas that can encompass*’ the ‘*descriptive particulars*’ revealed in the realistic interviews (Pawson and Tilley, 1997).

For the purpose of this thesis the only context explored in depth has been that of the success of project schools. It should be recognised that the two schools chosen may or may not have been the most successful schools, but they were regarded as such by the APCs. The APCs may have been influenced in their choice by the relationship they had developed with these two schools. The validity of claiming that these were the two most successful schools would be questionable. They may have been the two most comfortable schools for

APCs to choose for the realistic interviews to take place in, although at the time of choosing they were unaware that this was a consequence of the choice. Both HT1 and HT2 had noted that they had a good relationship with the APC when they answered Question 2 in the head teacher questionnaire (Appendix V):

HT1: 'We have a very strong relationship with TPC1, whom we really consider to be a part of the team at (*school*). So much so, in fact, that we were pretty devastated at the news that she would no longer be able to work with us as part of the Treasure Project. We now employ (*name of TPC1*) and fund her through the school's delegated budget to do 1:1 counselling work. Children who work with TPC1 frequently are supported by other agencies. I feedback relevant Child Protection information to TPC1.'

HT2: 'We always felt that we had a very good relationship with the Treasure Project team and they were always totally supportive and committed to our school. Advice was always available.'

If time constraints had allowed, the external validity of the research would have been increased if realistic interviews had been conducted in the other successful project schools. Alternatively, a different way of deciding success might have been to rank the schools in order through some way of rating the success of the responses given in the head teacher questionnaire. A third method might have been to look at the take up of Treasure Project activities. However, the researcher thought that the APCs' 'practitioners' knowledge' of all the project schools was valuable and that by using only a 'researcher's eye' to rank the responses to the questionnaire, something valuable might have missed. As a result, the researcher used the method described previously for choosing schools for the realistic interviewing process.

6.6.iii Identification of mechanisms

The researcher coded the 39 mechanisms identified in Phase 1 and/or through the practitioners' realistic interviews in Phase 2 of the data collection. These mechanisms were developed from the exploratory interviews conducted with practitioners and are associated with the context of a successful Project School. These mechanisms are not put forward as the only mechanisms that might be brought to light in the 'black box' of the Treasure Project programme, but, following Phase 2 of the evaluation of the Treasure Project, they seem to be the most relevant. The 39 identified mechanisms are listed in Table 6.5. These codes were used in focusing of CMO configurations used to adjust the Programme Specification.

Table 6.5: List of codes and key mechanisms

Mechanism Code	Description of Mechanism
M1	Head teachers meet regularly with Area Project Coordinators to plan Treasure Project work around whole school needs in a multi-faceted and multi-level way
M2	Whole school INSET training takes place around mental health and emotional wellbeing promotion in school settings
M3	Project Co-ordinators directly support children, young people and families
M4	Whole school projects are planned and implemented
M5	Staff are trained in evidence-based approaches to support mental health and emotional wellbeing and interventions are put in place
M6	APC available to consult with and give clear advice, guidance and support
M7	Families are referred to Treasure Project Educational Psychologist
M8	TP team developed links with partner agencies in the area local to the school
M9	Pathways for referral are understood and used when appropriate
M10	APC ensures parents have good knowledge of (and links with) Treasure Project work in school
M11	APC facilitates the co-delivery of intervention with school staff
M12	Planning/reflection takes place before/after intervention delivery
M13	Group facilitators are all trained
M14	Trained school staff or APC facilitate/deliver group interventions
M15	Vulnerable children are targeted for interventions
M16	Staff participate in high quality interactive training in evidence based programmes and approaches
M17	Programme is flexible and ideas could be adapted by skilled staff
M18	Clear schemes of work and good resources are provided during training
M19	APC provides support after training has ended
M20	Sharing of experiences and casework during training with staff from schools and other professionals
M21	Training takes place over time
M22	Group of staff trained together to build peer support group in school
M23	Facilitators are trained in active listening skills
M24	APC works systemically across the school community
M25	APC uses a range of approaches to support children
M26	APC trained to be an accredited Quality Circle trainer
M27	APC trained to be a trainer for Therapeutic Storywriting
M28	APC trained in solution focused approaches
M29	APC trained to be a trainer for Zippy's Friends
M30	APC trained to be a PATH facilitator
M31	Presence of the APC in school
M32	APC visits the school regularly
M33	Flexibility of the APC's support
M34	Ideas and strategies provided by APC.
M35	APC being observed working with children by staff
M36	APC linked project activities to other initiatives in school
M37	School staff observe APC's supportive interactions with parents, staff or the wider school community (such as governors)
M38	APC promotes a positive view of children, as opposed to a deficit model.
M39	Positive impact of evidence-based interventions is observed



6.6.iv CMO configuration focusing around the role of the APC

The importance of the relationship between the APC and the school was revealed by the realistic interviews. The researcher has developed a table of CMO configurations for how this relationship may have been built with schools. The relationship was a key mechanism, but it was also a necessary context, or conduit, without which the work of the APC might not have been effective. The general CMO configuration for this is represented in Table 6.6 below. Underneath this layer of general knowledge lie more specific CMO configurations as represented in Table 6.7, which also listed the descriptors of a ‘good relationship with Project School’ as given within the realistic interviews.

Table 6.6: Effective CMO configurations for successful partnership work with schools

Context	+	Mechanism	=	Outcome
				Enhanced children’s mental health and emotional wellbeing
Successful school context (C1)	+	M31: APC has a good relationship with Project School	=	Capacity to support children’s mental health and emotional wellbeing is built in school (Outcomes O1-O8 on Programme Specification)

Table 6.7: Specificity around described mechanisms building a ‘good relationship with Project Schools’

Context	+	Mechanism (s)	=	Outcome
Successful school context (C1) (descriptors listed below) 		M31: APC has a good relationship with Project School (mechanisms/activities that develop this are listed below) 		Enhanced children’s mental health and emotional wellbeing Capacity to support children’s mental health and emotional wellbeing is built in school (Outcomes O1-O8 on Programme Specification)
<p>Descriptors of successful school context:</p> <ul style="list-style-type: none"> ➤ commitment to the project ➤ head teacher and staff group wanted to be involved ➤ head teacher and school staff are ‘emotionally intelligent’ and are able to see the importance of promoting mental health and emotional wellbeing ➤ head teacher buy into the wider approach and are willing to ‘give up’ whole school INSETs to raise staff’s awareness of children’s emotional needs ➤ head teacher promotes a shared responsibility for mental health and emotional wellbeing in their school ➤ Head teacher is keen to develop a whole school approach ➤ Head teacher encourages the training of staff at all levels ➤ Head teacher has a vision of what they want their school to be like ➤ Head teacher allows staff to prioritise emotional wellbeing support above other curriculum duties ➤ Head teacher enables group work to happen ➤ All the staff in the school are aware of the importance of the project work and are either directly involved or supportive of it 		<p>M1: Head teachers meet regularly with APC to plan Treasure Project work around whole school needs in a multi-faceted and multi-level way.</p> <p>M2: whole school INSET training takes place around mental health and emotional wellbeing promotion in school settings</p> <p>M3: direct support children, young people and families</p> <p>M4: whole school projects planned and implemented</p> <p>M5: staff are trained in specific approaches to support mental health and emotional wellbeing</p> <p>M10: APC ensures parents have good knowledge of (and links with) Treasure Project work in school</p> <p>M11: APC facilitates the co-delivery of intervention with school staff</p> <p>M12: Planning/reflection takes place before/after intervention delivery</p> <p>M19: Follow up support from APC after training</p> <p>M24: APC works systemically across the school community</p> <p>M31: Presence of APC in school</p> <p>M32: Regularity of APC visits to school</p> <p>M33: Flexibility of APC’s support</p> <p>M34: Ideas and strategies provided by APC</p> <p>M35: APC being observed working with children by staff</p> <p>M36: APC linking project activities to other initiatives in the school</p> <p>M37: School staff observing supportive interactions with parents, staff or the wider school community (such as governors)</p> <p>M38: APC promoting a positive view of children, as opposed to a deficit model</p> <p>M39: The observed positive impact of the evidence-based interventions taking place in the school.</p> <p>M6: APC available to consult with and give clear advice, guidance and support</p>		

The above CMO configurations would have implications for the appointment of APCs, their understanding of their role, their training and supervision on being appointed.

The researcher has also developed CMO configurations around preparing newly-appointed staff for the role of being an APC. As discussed previously, the APCs' readiness to work with schools was increased through training in specific approaches. This could be represented by the CMO configurations in Table 6.8 below; this information could then be used as part of the induction programme for newly-appointed APCs:

Table 6.8: CMO configurations for preparing APCs for their role

Context	+	Mechanism (s)	=	Outcome
Area Project Coordinator is newly appointed to Treasure Project team managed by Senior Educational Psychologist		M26: APC trained to be an accredited Quality Circle Time trainer		Area Project Coordinator is prepared for role
		M27: APC trained to be a trainer for Therapeutic Storywriting		
		M28: APC trained in solution focused approaches		
		M29: APC trained to be a trainer for Zippy’s Friends		
		M30: APC trained to be a PATH facilitator		
		M40: APC joins Educational Psychology Service and attends Continuing Professional Development days		

The researcher felt that it was important to look at CMO configurations that could be applied a little more generally for other external professionals involved with school-based projects concerned with the promotion of mental health and emotional wellbeing of children. Examples of CMO configurations that could be related to some of those mechanisms identified by head teacher and trained staff in the Project Schools are shown in Table 6.9:

Table 6.9: CMO configurations for successful school-based project work aiming to promote children’s mental health and emotional wellbeing while building capacity in school environment

Context	+	Mechanism (s)	=	Outcome
Successful school context C1: Descriptors of successful school context: ➤ commitment to the project ➤ head teacher and staff group wanted to be involved ➤ head teacher and school staff are ‘emotionally intelligent’ and are able to see the importance of promoting mental health and emotional wellbeing ➤ head teacher buy into the wider approach and are willing to ‘give up’ whole school INSETs to raise staff’s awareness of children’s emotional needs ➤ head teacher promotes a shared responsibility for mental health and emotional wellbeing in their school ➤ Head teacher is keen to develop a whole school approach ➤ Head teacher encourages the training of staff at all levels ➤ Head teacher has a vision of what they want their school to be like ➤ Head teacher allows staff to prioritise emotional wellbeing support above other curriculum duties ➤ Head teacher enables group work to happen ➤ All the staff in the school are aware of the importance of the project work and are either directly involved or supportive of it		M1: Head teachers meet regularly with APC to plan project work around whole school needs in a multi-faceted, multi-level way M2: whole school INSET training takes place around mental health and emotional wellbeing promotion in school settings M3: APC directly supports children, young people and families M4: Whole school projects are planned and implemented M5: Staff are trained in specific approaches to support mental health and emotional wellbeing and interventions are put in place M16: Staff participate in high quality interactive training in evidence based programmes and approaches M17: Programme is flexible and ideas could be adapted by staff M18: Clear schemes of work and good resources M19: APC provides support after training has ended M20: Sharing of experiences and casework during training with staff from schools and other professionals M21: Training takes place over time M22: Group of staff trained together to build peer support group in school. M23: Facilitators are trained in active listening skills M24: APC works systemically across the school community M25: APC uses a range of approaches to support children M31: Presence of APC in school M32: APC visits the school regularly M33: Flexibility of APC’s support M34: Ideas and strategies provided by APC M35: APC being observed working with children by staff M36: APC linked project activities to other initiatives in school M37: School staff observed supportive interactions with parents, staff or wider school community (such as governors) M38: APC promoted positive view of children, as opposed to deficit model M39: Positive impact of evidence-based interventions is observed		Enhanced children’s mental health and emotional wellbeing Capacity to support children’s mental health and emotional wellbeing is built in school (Outcomes O1-O8 on Programme Specification)

If the APC in Table 6.9 was replaced by a primary mental health worker, an educational psychologist, or other external professional working with schools in the area of mental health or emotional wellbeing promotion, then it can be seen that the 24 identified mechanisms might be useful guidelines for school-based project work in the area of mental health and emotional wellbeing promotion. Some of the mechanisms might not be as important as others for maintaining capacity and it may be that some features of the various evidence-based interventions are inherent in other programmes or initiatives being promoted within the school context. Further investigations in the field would result in even further refinement of the Programme Specification for this kind of support to school communities.

6.7 Adjustment of Programme Specification after CMO configuration focusing

The previous CMO configuration focusing exercises have enabled the researcher to develop a set of mechanisms that can now be recognised in the final Programme Specification of the Treasure Project. The final Programme Specification is shown in Table 6.10.

Table 6.10: Final Programme Specification

Programme Theory (PT)	Effective School Contexts (C)I	Effective Mechanisms (M)	Evidence of Positive Outcomes (O)
<p>PT 1: A project which is successful in promoting mental health and emotional wellbeing of children is long term, school-based, multi-faceted, multi-level and works at changing the institution and environment as well as individuals so that those elements such as organic factors, stress and exploitation are decreased and children's coping skills, self-esteem and social supports are increased.</p>	<p>C1: School is an effective school context. Head teacher promotes a whole school approach around mental health and emotional wellbeing. School is inclusive and welcoming. School wants to work in partnership and is willing to reflect on changes needed to support children's emotional wellbeing. Head teacher supports training of staff at all levels. Interventions are valued and timetabled. (PT1:C1)</p>	<p>Head teachers meet regularly with APC to plan Treasure Project work around whole school needs in a multi-faceted and multi-level way. (PT1:M1)</p> <p>Whole school INSET training takes place around mental health and emotional wellbeing promotion in school settings (PT1:M2)</p> <p>APC directly supports children, young people and families (PT 1:M3/0)</p> <p>Whole school projects are planned and implemented (PT1:M4)</p> <p>Staff are trained in evidence-based approaches to support mental health and emotional wellbeing and interventions are put in place (PT1:M5)</p> <p>APC uses a range of approaches to support children (PT1:M25)</p> <p>APC works systemically across the school community (PT1:M24)</p> <p>APC provides support after training has ended (PT1:M19)</p> <p>Presence of APC in school (PT1:M31)</p> <p>APC visits the school regularly (PT1:M32)</p> <p>Flexibility of APC's support (PT1:M33)</p> <p>Ideas and strategies provided by APC (PT1:M34)</p> <p>APC being observed working with children by staff (PT1:35)</p> <p>APC linked project activities to other initiatives in school (PT1:M36)</p> <p>School staff observe APC's supportive interactions with parents, staff or wider school community (such as governors) (PT1:M37)</p> <p>APC promotes positive view of children, as opposed to deficit model (PT1:M38)</p> <p>Positive impact of evidence-based interventions is observed (PT1:M39)</p>	<p>Staff report increased understanding with regard to how children's mental health and emotional wellbeing needs can be met in a school environment (PT1:O1)</p> <p>Head teacher aware of positive whole school changes with regard to the promotion of mental health and emotional well-being of children (PT1:O2)</p> <p>Families report positively about the Treasure Project and its impact on their children's wellbeing. (PT1:O3)</p> <p>Key staff enthusiastic about specific approaches and will use these approaches to support vulnerable children after training (PT1:O4)</p> <p>Positive evidence of all and/or vulnerable children's self-esteem and self-confidence has increased (PT1: 05)</p> <p>Positive evidence of all and/or vulnerable children coping skills increasing (PT1: 06)</p> <p>Positive evidence of all and/or vulnerable children's social support has increased (PT: 07)</p>

Programme Theory (PT)	Effective School Contexts (C)I	Effective Mechanisms (M)	Evidence of Positive Outcomes (O)
<p>PT 2: Effective partnership work in the area of promoting mental health and emotional wellbeing of children promotes whole school approach, develops a strong relationship with the school over time, gives staff clear advice, guidance and support, raises their awareness of mental health and emotional wellbeing promotion, is able to offer direct support to children, is able to provide link to Children's Services and other organisations, is able to offer good continuity of care and accessibility and to act as a trusted link between home and school.</p>	<p>C1: School is an effective school context. Head teacher promotes a whole school approach around mental health and emotional wellbeing. School is inclusive and welcoming. School wants to work in partnership and is willing to reflect on changes needed to support children's emotional wellbeing. Head teacher supports training of staff at all levels. Interventions are valued and timetabled. (PT1:C1)</p>	<p>Head teachers meet regularly with Area Project Coordinators to plan Treasure Project work around whole school needs in a multi-faceted and multi-level way. (PT2:M1)</p> <p>Whole school INSET training takes place around mental health and emotional wellbeing promotion in school settings (PT2:M2)</p> <p>APC available to consult with and give clear advice, guidance and support (PT2:M6)</p> <p>Families are referred to Treasure Project Educational Psychologist (PT2:M7)</p> <p>APC develops links with partner agencies in the area local to the school (PT2:M8)</p> <p>Pathways for referral are understood and used when appropriate (PT2:M9)</p> <p>APC ensures parents have good knowledge of (and links with) Treasure Project work in school (PT2:M10)</p> <p>Presence of APC in school (PT2:M31)</p> <p>APC visits the school regularly (PT2:M32)</p> <p>Flexibility of APC's support (PT2:M33)</p> <p>Ideas and strategies provided by APC (PT2:M34)</p> <p>APC being observed working with children by staff (PT2:35)</p> <p>APC linked project activities to other initiatives in school (PT2:M36)</p> <p>School staff observe APC's supportive interactions with parents, staff or wider school community (such as governors) (PT1:M37)</p> <p>APC promotes positive view of children, as opposed to deficit model (PT2:M38)</p> <p>Positive impact of evidence-based interventions is observed (PT2:M39)</p>	<p>Head teachers will comment positively on the advice, guidance and support of TP (PT2:O1)</p> <p>TP team's advice, guidance and support is valued (PT2:O2)</p> <p>Head teacher views staff as being more knowledgeable about the promotion of mental health and emotional wellbeing (PT2:O3)</p> <p>Families report positive outcomes from meeting with EP (PT2:O4)</p> <p>Partner agencies report strong links to Treasure Project (PT2:O5)</p> <p>Referrals Pathways are used appropriately (PT2:O6)</p> <p>Projects in school include local partners and agencies and school community (PT2: 07)</p> <p>Parents' comments about Treasure Project are positive (PT2:O8)</p>

Programme Theory (PT)	Effective School Contexts (C)I	Effective Mechanisms (M)	Evidence of Positive Outcomes (O)
<p>PT 3: School staff and/or volunteers supporting vulnerable children I are better able to positively impact on their socio-emotional health if they have participated in training, received supervision and have followed through consistently with the approach they have been trained in when working with children over a period of time.</p>	<p>C1: School is an effective school context. Head teacher promotes a whole school approach around mental health and emotional wellbeing. School is inclusive and welcoming. School wants to work in partnership and is willing to reflect on changes needed to support children's emotional wellbeing. Head teacher supports training of staff at all levels. Interventions are valued and timetabled. (PT1:C1)</p>	<p>Whole school INSET training takes place around mental health and emotional wellbeing promotion in school settings (PT3:M2)</p> <p>Staff are trained in evidence-based approaches to support mental health and emotional wellbeing and interventions are put in place (PT3:M5)</p> <p>APC facilitates the co-delivery of intervention with school staff (PT3: M11)</p> <p>Planning/reflection takes place before/after intervention delivery (PT3: M12)</p> <p>High quality interactive training in evidence based programmes and approaches (PT3:M16)</p> <p>Programme is flexible and ideas could be adapted by skilled staff (PT3:M17)</p> <p>Clear schemes of work and good resources are provided during training (PT3:M18)</p> <p>APC provides support after training has ended (PT3:M19)</p> <p>Sharing of experiences and casework during training with staff from schools and other professionals (PT3: M20)</p> <p>M21: Training takes place over time (PT3:M21)</p> <p>M22: Group of staff trained together to build peer support group in school (PT3:M22)</p> <p>M23: Facilitators are trained in active listening skills (PT3: M23)</p> <p>Presence of APC in school (PT3:M31)</p> <p>Ideas and strategies provided by APC (PT3:M34)</p> <p>APC being observed working with children by staff (PT3:35)</p> <p>APC promotes positive view of children, as opposed to deficit model (PT3:M38)</p> <p>Positive impact of evidence-based interventions is observed (PT3:M39)</p>	<p>Trained staff set up interventions and use approaches (PT3: O1)</p> <p>Interventions continue in school after training (PT3: O2)</p> <p>Staff feel confident about delivering interventions or facilitating therapeutic groups without support (PT3: O3)</p> <p>Further training is sought in same or different approach (PT3: O4)</p> <p>Treasure Project and/or training courses recommended to head teachers in other schools (PT3: O5)</p>

Programme Theory (PT)	Effective School Contexts (C)I	Effective Mechanisms (M)	Evidence of Positive Outcomes (O)
PT 4: Vulnerable children's mental health and emotional wellbeing is enhanced through the participation in evidence-based interventions (M) delivered by trained adults I.	C1: School is an effective school context. Head teacher promotes a whole school approach around mental health and emotional wellbeing. School is inclusive and welcoming. School wants to work in partnership and is willing to reflect on changes needed to support children's emotional wellbeing. Head teacher supports training of staff at all levels. Interventions are valued and timetabled. (PT1:C1)	<p>Whole school INSET training takes place around mental health and emotional wellbeing promotion in school settings (PT4:M2)</p> <p>Staff are trained in evidence-based approaches to support mental health and emotional wellbeing and interventions are put in place (PT4:M5)</p> <p>Group facilitators are all trained (PT4: M13)</p> <p>Trained school staff or APC facilitate/deliver group interventions (PT4: M14)</p> <p>Vulnerable children are targeted for interventions (PT4: M15)</p> <p>M23: Facilitators are trained in active listening skills (PT4: M23)</p> <p>Presence of APC in school (PT4:M31)</p> <p>Flexibility of APC's support (PT4:M33)</p> <p>Ideas and strategies provided by APC (PT4:M34)</p> <p>APC being observed working with children by staff (PT4:35)</p> <p>APC promotes positive view of children, as opposed to deficit model (PT4:M38)</p> <p>Positive impact of evidence-based interventions is observed (PT4:M39)</p>	<p>Staff report participating children's mental health and emotional wellbeing has been enhanced (PT4: O1)</p> <p>Parents report participating children's mental health and emotional wellbeing has been enhanced (PT4: O2)</p> <p>Participating children report that their mental health and emotional wellbeing has been enhanced (PT4: O3)</p> <p>Group facilitators report that participating children's mental health and emotional wellbeing has been enhanced (PT4: O4)</p>

The final Programme Specification details many of the CMO configurations within the Treasure Project programme which were associated with enhancing children's mental health and emotional wellbeing and building capacity in school communities. This Programme Specification echoes many of Pettit's (2003) findings in her substantive report on effective joint working between CAMHS and schools. In particular; school staff and the education service are a substantial part of a multi-tiered approach to mental health and emotional wellbeing; children's happiness and wellbeing can be positively enhanced by joint working with schools in this area; working in schools increased awareness and learning between staff and professionals working in area of mental health and emotional wellbeing; overcoming cultural differences between organisations was key; workers' presence in schools is very important to the effectiveness of this work, along with building relationships with key stakeholders; and that the school context was a strong influence on the success of partnership work with schools.

Pettit (2003) states that a strong ethos that came through from CAMHS workers in the case studies in her research was that of working with those schools which are interested and committed to working in this way, and of it being an 'opt-in' service. She pointed out that this left the dilemma of how to roll out a service other schools which do not fall into this more open group who have needy populations. The Treasure Project APCs' also experienced differences between schools' responsiveness to the project. The ecological, developmental, multi-level and multi-faceted approach was shown to have helped to open up some schools over time and the final Programme Specification may help to highlight some mechanisms that enabled this to happen. For example, all training programmes began

with an emphasis on whole school approach to mental health and emotional wellbeing promotion and throughout the courses it was suggested that staff could recommend further training to the head teacher on return to their school. Staff were also offered support, mentoring or the possibility of co-facilitation of groups during training in a particular approach, thus opening up further opportunities for the APCs to actively be involved with initially less interested, more cautious, or more self-contained schools.

CHAPTER 7

CONCLUSIONS AND RECOMMENDATIONS

7.1 Introduction

This chapter describes and summarises the Realistic Evaluation of the Treasure Project outlined in this thesis. It discusses both the use of Realistic Evaluation as a research methodology and the implications of the findings of the research with regard to answering the Research Questions. It recommends the enquiry to different practitioners working in the field of promoting children's mental health and emotional wellbeing, and also discusses how the profession of educational psychology might benefit from the new learning contained in this research study. Finally a concluding statement about the contribution of this thesis to practice aiming to promote children's mental health and emotional wellbeing and/or to build capacity to meet their emotional needs in school draws the thesis to a close.

7.2 Summary of evaluation described in thesis

The purpose of the research was to evaluate the 'Treasure Project' and to find out more about 'what works for whom under what circumstances' in the effective promotion of mental health and emotional wellbeing of children and/or the building of capacity in schools to meet children's emotional needs. Chapter 2, the review of the literature, critically reviews research knowledge in the three main areas of: mental health and emotional wellbeing; effective partnership working in the area of mental health and

emotional wellbeing promotion; and the relationship between staff's capacity to meet children's emotional needs and training.

The next chapter, covering the research aims, methodology, design and procedures, initially describes the aims of the research and the comparison of the different possible research paradigms. The chapter continues with a discussion about Realistic Evaluation methodology, which was used to inform the research design. The researcher explains how theories were derived from previously reviewed research about effective work in the area of mental health and emotional wellbeing and how these theories were then used to build a framework of hypothesised contexts, mechanism and outcomes that might be operational in an effective programme. The design of the research cycle is described, along with the purpose of the planned two-phase multi-method data collection.

In Chapter 4 presents the findings from the questionnaire sent to head teachers in Phase 1 of the data collection. The head teachers' responses are examined in detail in order to find 'regularities' and check them against the developed framework of hypotheses. Influential features of the Treasure Project programme that led to successful outcomes were revealed through the analysis of the findings. The mechanisms and outcomes that had been brought to light were used to inform the second phase of the data collection, the design of which is described in Chapter 5. This second phase involved interviewing both APCs working across all the schools and also head teachers and two trained staff working in two successful Treasure Project schools.

The analysed findings from these Phase 2 interviews are presented in Chapter 6. The main context, mechanism and outcome combinations of effective practice operational in successful Treasure Project schools that had been revealed by the research are discussed at length. These findings were also checked against the framework of hypotheses about contexts, mechanisms and outcomes developed from theories derived from the literature review. This comparative exercise led to the adjustment of the theories, and the hypothesised framework, about effective practice in the area of school-based mental health and emotional wellbeing promotion projects.

This concluding chapter now aims to explain how this Realistic Evaluation has led the researcher to feel confident that her research has contributed to knowledge in relation to recommended practice for professionals working with schools in the area of mental health and emotional wellbeing promotion.

7.3 Critique of Realistic Evaluation as a research methodology

In their paper about Realistic Evaluation, Timmins and Miller (2007) pointed out that factors which influence outcomes in programmes in education are highly complex and that it is difficult to reach a perfect understanding of the dynamics of the situation. The researcher has taken a previously unfamiliar methodology and has explored its use as a tool to evaluate a three-year project. On reflection, at the end of nearly three years of study, the researcher has developed a great respect for Pawson and Tilley's (1997) not very well-trodden path of research methodology. The Realistic Evaluation methodology has enabled a broader view to be taken of the evaluation of the Treasure Project programme. It would have been easier to stop at

Phase 1 and say the project had been effective and it had achieved its aims. This might have been the case had a more traditional method of evaluation been used. Interested practitioners would have been left with no further knowledge of what it was helpful to know about the particular contexts and mechanisms inherent in the effective parts of the Treasure Project. It would not have been sufficient to know that this particular programme was effective, because trying to duplicate its operation exactly would have been limiting, especially as the nature of the project was complex and ever-changing, as the project team evolved their model of 'participatory partnership' in order to promote children's mental health and emotional wellbeing in school communities. The project team's attempt to ensure that when the project ended the school staff were able competently and confidently continue to work with children in this area meant that the model of service delivery changed in order to become more effective.

The researcher is hopeful that some of this learning has been captured in the final Programme Specification which, she feels, is a very useful tool on which to inform theory about effective work with schools in the area of mental health and emotional wellbeing promotion. The researcher is of the view that the Realistic Evaluation process has enabled her: a) to more accurately specify the understanding of the mechanisms through which the Treasure Project accomplished change, b) to increase the specificity of the understanding of the contextual conditions necessary for triggering the Treasure Project programme's mechanisms, and c) to increase specificity of outcome pattern predictions according to context and mechanism triggered (Pawson and Tilley, 1997, p.114).

The analysis of data within a Realistic Evaluation study helps to reveal what may have been missed in a more traditional study. The researcher also found the dynamic realistic interviewing process to be illuminative in revealing mechanisms that were highly influential in building staff's confidence in their own skills and abilities to support children's emotional needs, as well as contexts that would encourage these changes to develop. The researcher discovered that much of the capacity developed in schools during the project years had been sustained and it was satisfying to her, as project manager, to hear two years after the Treasure Project had ended, one of the interviewed head teachers state, *'It was early intervention. It was the school doing something rather than waiting for it to get to such a stage that outside agencies were needed'*. However the process of realistic interviewing was complex and tiring. At times the researcher was unsure whether the questions she was asking were the best ones for bringing effective context, mechanism and outcome combinations to the surface. She had prepared herself well, but on reflection perhaps she could have piloted the technique before beginning. She developed a better technique as the interviews proceeded, but she also found the process of typing as the interviewee spoke quite tiring. It may have been better to tape record the interviews; however, this would not have negated the need to think 'on the hoof' in order to guide the interviewee towards thinking about the details of effective practice. Some of the practitioners became tired after much thinking about the 'inner workings' about effective practice and for some, the process of reflection was also unfamiliar and therefore they needed some 'induction time' to understand what was expected of them.

The Realistic Evaluation methodology allowed for the examination of effective combinations of contexts, mechanisms and outcomes in a diverse programme. It enabled

the researcher to capture some of the most important and effective configurations while recognising that others may be revealed during further cycles of evaluation. The disadvantage of using Realistic Evaluation was that it was unfamiliar to the researcher and at times she struggled to keep hold of the logic and structure of the process. She thought that if she had been more experienced with Realistic Evaluation she may have drawn out more information about contexts, mechanisms and outcomes. She would have preferred someone other than herself to conduct the interviews and thus reduce any ethical, validity or reliability issues associated with her being the project manager, but she felt that to 'realistically interview' participants was too complex a task to give to an untrained interviewer. The findings from this evaluation can only be regarded as tentative because of the very nature of the way the Programme Theories were derived and the Programme Specification developed. The collection and analysis of the qualitative data are also affected by the reliability and validity issues discussed in the body of the thesis. However the researcher views the strength of Realistic Evaluation methodology as lying in the resulting Programme Specification framework which leads the way for suggested effective practice that can be tested again in the real world.

7.4 Relating important revealed CMO configurations to Research Questions

The central Research Question was: 'What was effective about the approach of the "Treasure Project" to both the promotion of children's mental health and emotional wellbeing and the building of sustained, improved capacity in schools to meet children's future emotional needs?' The evaluation has revealed that a highly influential mechanism was the relationship of the APC with the Project School.

The APCs could work more effectively if they were operating in an encouraging school context. This type of school context had:

- a head teacher who was committed to the project
- staff who wanted to be involved
- a head teacher and staff who were emotionally intelligent and saw the importance of promoting mental health and emotional wellbeing
- a head teacher who promoted the shared responsibility for mental health and emotional wellbeing in their school
- a head teacher who encouraged the training of staff at all levels
- a head teacher who had a vision of what they wanted their school to be like
- a head teacher who allowed staff to prioritise emotional wellbeing support above other curriculum duties
- a head teacher who enabled group work to take place
- and all the staff in the school were aware of the importance of the project work and were supportive or directly involved with it.

The CMO configurations that were brought to the surface can also be related to the three subsidiary Research Questions. The first subsidiary Research Question asked: ‘What it was about the Treasure Project’s model of service delivery that was effective in promoting children’s mental health and emotional wellbeing?’ The evaluation has shown, as stated before, that the APC’s role was one of the strongest mechanisms operating in successful schools.

Other effective mechanisms within the Treasure Project’s service delivery were:

- vulnerable children being targeted for interventions
- staff being trained well and over time in evidence-based approaches
- groups of staff being trained together to build peer support
- the APC being trained to be a trainer of others in evidence-based approaches
- the school staff group facilitators being trained and confident in using active listening skills
- families being referred to the Treasure Project Educational Psychologist for family support; and the project team developing links with partner agencies.

The researcher recognised that some of these mechanisms would be more effective than others, but this level of specificity was not revealed through the evaluation. The researcher feels comfortable in concluding, from the evidence comparing Project Schools and Non-Project schools, that these mechanisms are more effective in a supportive school context and even more effective in a supportive school context working in a collaborative, responsive partnership with an APC (see next paragraph).

The second subsidiary Research Question asked: ‘What it was about the project’s participatory partnership and service delivery model that enhanced its effectiveness?’ The evaluation found that an effective participatory partnership did enhance the service delivery model. A good participatory partnership with an APC increased the effectiveness of Treasure Project interventions in promoting children’s mental health and emotional wellbeing. The main influential mechanism of a ‘good participatory partnership’ was made up of smaller influential mechanisms. These were: head teachers meeting regularly with APCs to plan work around whole school needs in a multi-faceted, multi-level way; whole

school INSET being facilitated in order to increase staff's understanding of mental health and emotional wellbeing promotion in school settings; the direct support of targeted vulnerable children, young people and families being put in place; whole school projects being planned and developed; staff being trained in specific approaches to support children's emotional needs; interventions being co-facilitated with school staff; parents being aware of the project; planning for interventions taking place and some time being given for reflection on practice and impact of intervention; the APC providing follow up support after training; the APC working across the whole school community; the APC being present in school; the APC visiting the school regularly; the APC providing flexible support; ideas and strategies; the APC being observed working with children; the APC linking the project to other initiatives happening in school; the school staff observing supportive interactions with parents and others in the school community; the APC promoting a positive view of children; the positive impact of the interventions being acknowledged; and the APC being available to consult with and give clear advice, guidance and support to school staff and/or the head teacher. Once again this participatory partnership was more effective in a welcoming, supportive school context. However the APCs also indicated that the long-term, multi-faceted, multi-level ecological nature of the project helped to develop and change the school context so that it became more nurturing of such project work, and this then had implications for positively enhancing the effectiveness of the interventions supporting children. There is supporting evidence for this conclusion in some of the comments from some of the head teachers in Project Schools. This is important knowledge for other practitioners working in partnership with schools.

The third subsidiary Research Question was: ‘What was it about the Treasure Project’s participatory partnership and training model that enabled sustained capacity to be built in schools to meet children’s future emotional needs?’ Some of the significant mechanisms that sustained capacity were:

- whole school INSET taking place around mental health and emotional wellbeing in school settings
- key staff being trained in evidence-based approaches to support children’s emotional needs
- the interventions being put in place by trained staff
- group facilitators were well trained and supported after training
- group facilitators were confident in using active listening skills
- the APC worked directly with children modelling and co-facilitated groups with the trained staff
- the provision of quality training programme materials that could be used for reference after training

7.5 Using the Programme Specification

The adjusted Programme Specification, outlined in Table 6.10, is ready to be used to further practice in the field. Practitioners can consider which parts of it may be useful to them. A new theory about effective partnership work with schools in this field has been developed. It suggests that ‘Effective partnership work in the area of promoting mental health and emotional wellbeing of children: promotes a whole school approach; develops a strong relationship with the school over time; gives staff clear advice, guidance and support; raises their awareness of mental health and emotional wellbeing promotion; is able to offer direct

support to children; is able to provide links to Children's Services and other organisations; is able to offer good continuity of care and accessibility; and to act as a trusted link between home and school.' The other three Programme Theories have also been supported by evidence from the field. Effective contexts and mechanisms that led to successful outcomes are detailed in the Programme Specification and they may be useful for consideration for practitioners currently working with schools. Further exploration of CMO configurations continues to be needed in order to increase the specificity of contexts and mechanisms and further refine the Programme Specification. The suggested mechanisms can be explored again in the real world of partnership work with schools to see if they remain as mechanisms under the different, but perhaps slightly similar, circumstances of another partnership project aiming to promote children's mental health and emotional wellbeing. The researcher acknowledges that it would have been more robust to have interviewed more staff in more schools and also to investigate schools, or interventions, where the project was not so effective and successful. However, even if all this is taken into account, the latest Programme Specification is still a useful starting point to take forward for practice for future projects. For example, the researcher has used the information to develop an induction programme for incoming Treasure Team staff working with the Educational Psychology Service. The team have been trained in the evidence-based approaches listed in the Programme Specification and Table 6.8, and they are encouraged to attend Educational Psychology Service days.

7.6 The role of the educational psychologist

Educational psychologists managing projects, or trying to enhance the impact of supportive work in schools, might want to consider developing their practice by taking into account

some of the knowledge from the Programme Specification (Table 6.10) in order to increase the likelihood of training building the capacity of staff in schools. It is clear that many of the CMO configurations revealed are useful knowledge about effective capacity building activities with school communities. For example, a supportive school context which allows and supports teaching assistants being trained in active listening skills will tend to lead to firmly-embedded new skills being used by those teaching assistants to support children's emotional needs, several years after the training has taken place.

Educational psychologists need to consider how to design training programmes so that the new skills and learning are sustained. Some of the CMO configurations from this evaluation indicate that effective training enables school staff to share practice and casework with school staff from other schools. Another CMO configuration that was effective for sustaining skills and building depth of understanding was the opportunity to observe the APC they modelled approaches or co-facilitated groups. These skills were also modelled and demonstrated in the training courses; initially the APCs had been trained by the Senior Educational Psychologist in some of these approaches.

The role of the Senior Educational Psychologist, as project manager, was not explored in depth by this evaluation. However it is clear from the comments given by the APCs and the way that the project evolved that she was a key influential mechanism influencing the development of the project so that: a broad, ecological definition of mental health and emotional wellbeing was understood and used by the team, account was taken of research knowledge in the area of mental health and emotional wellbeing promotion, any interventions and approaches used were evidence-based, staff in the project team were well

trained in these approaches, that a ecological, multi-faceted, multi-level approach was taken to work in schools and that person-centred tools (e.g. PATH) were used as part of their participatory partnership work with schools.

7.7 New questions arising from the research

As previously stated, the research has evaluated a project that attempted to develop an effective and efficient service delivery model that took account of previous knowledge about the partnership work and the promotion of mental health and emotional wellbeing of children. Working in partnership with educational staff and schools is a relatively new field of work for some practitioners in the mental health field. Sometimes it is comfortable for some practitioners to take old ways of working into new environments. While these may continue to be effective for some targeted vulnerable children, they are not efficient in the use of professional time. It is clear that services need to be far more proactive in developing more ecological approaches to mental health promotion that look to change environments as well as support individuals.

The building of school staff's capacity to meet children's emotional needs is also a relatively new field of work. Schools have become more aware of the need to support children's emotional needs through government initiatives such as SEAL (DfES, 2005) which were aiming to increase schools' ability to nurture children's mental health and emotional wellbeing. However the recent evaluation of SEAL (DSS, 2010) has indicated that future school-based social and emotional learning initiatives should more accurately reflect the research literature about 'what works' in this area – namely structure and consistency, adherence to the principles of the approach and the monitoring of fidelity of

such programmes. The findings from the Treasure Project evaluation would seem to agree with these findings. However there also seems to be a further step that needs to be taken - that of training key school staff to be in-school helpers who are skilful in therapeutic support work. This would appear to be a new field that could be developed in the future by educational psychologists or mental health practitioners. This would allow the baton of mental health promotion to be passed to the broader school community and this would seem to be an area where effective and efficient early intervention would be better than relying on the expertise of a few highly-trained professionals working with children presenting with signs of mental illness or distress.

The evaluation of the Treasure Project has shown the role of the APC was critical in being a catalyst of change for both practitioners and the school environment. They identified their co-working and training with the Senior Educational Psychologist and the Educational Psychology Service as being key mechanisms in developing their skills and their role with schools. A new area of research would be to look at those professionals who work within educational environments with a mental health promotion role. The number of practitioners with this brief is growing and it is important that the knowledge about the skills they require is explored. This knowledge will help them to develop their roles in an effective and efficient way so that children's mental health and emotional needs are met well in school environments and that staff are empowered to sustain this support.

7.8 Limits of study

In considering the findings of this study, it is important to also discuss the limitations of the evaluation. Firstly, the evaluation took place over an extended period. The

questionnaire was sent to schools in July, 2008 as the project ended and the realistic interviews did not take until April, 2009. For some schools, particularly those that were involved with the Treasure Project for a limited time in the early years of the project, this may have impacted on the head teachers' responses to the questionnaire. In terms of the interviews, some of the trained staff had left the schools and were not available for interviews and reduced the pool of available staff to interview in the successful schools. Another limitation of the study is the lack of parental input or assessment of the effects of the programme on the school ecology, teachers or their children. The children's views were also not sought. Some of the more vulnerable children's views about the impact of the interventions they had participated in were gained indirectly through the information contained in the Annual Reports (Shepherd *et al.*, 2006, 2007). However it would have been useful to also gain a sample of children's views from the selected successful schools to see whether they had noticed any changes in the school ecology. It would also have been interesting to know whether any changes in the children's social and emotional resilience had been sustained. Some researchers may also think that the study's findings were weakened by the absence of any standardised pre- or post- assessments clinical measures of the children's mental health and emotional wellbeing. However this type of individual assessment would not have been consistent with using MacDonald's and O'Hara's (1998) ecological definition of mental health and emotional wellbeing.

The findings of this study may also have been compromised by the researcher's availability for research activities and the time available from school staff. This influenced the choice of data collection methods and the way the findings were analysed. As already discussed it would have been perhaps more robust to also interview head teachers and staff

in unsuccessful schools, as originally planned. This lack of balance may mean that conclusions have been drawn incorrectly from the findings from successful schools. However in terms of Realistic Evaluation the researcher sought to find those CMO configurations that were associated with effective work and this is why she feels justified in drawing her conclusions.

7.9 Concluding statement

This thesis has drawn attention to some contexts and mechanisms that are important in enabling a school-based project to be effective in promoting children's mental health and emotional wellbeing and sustaining capacity in schools to meet their emotional needs. The Treasure Project was effective in both these areas and this effectiveness seemed to be a result of the long-term, multi-faceted, multi-level ecological nature of the service delivery model. The role of Area Project Coordinator was seen to be a major factor influencing the development and building of the capacity of schools to meet the emotional needs of children and young people. Their coaching and supervision strengthened the impact of this training on school staff's skills and confidence in supporting the more vulnerable children in their school. Their skills in supporting children through therapeutic approaches was very important, as well as their ability to be flexible and responsive to the needs of the children and the school. The influence of the Senior Educational Psychologist in linking the project work to both psychological theory and evidence-based practice was also a key factor in producing the successful outcomes of the project.

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Appendix I: Multi-agency Partnerships

List of Community and Multi-agency Partnerships of the ‘Treasure Project’ (p.11, Shepherd *et al.*, 2007.)

The ‘Treasure Project’ team had strong links with over 19 other relevant services such as Healthy Schools, CAMHS, Adult and Community Services (see following list):

Agencies worked with include:

Adult and Community Learning Services
County Arts Service
CAMHS (Child and Adolescent Mental Health Services)
County Music Service
County Parenting Coordinator
EPS (Educational Psychology Service)
LABSS (Learning and Behaviour Support Services)
Independent Community Artists
[redacted] Community Workers Forum
[redacted] Library Service
Parent Partnership Service
Partnership for Children
County Anti Bullying Coordinator
PRU/ESWS
RELATE
Samaritans – [redacted]
TELAC (The Education of Looked After Children)
Children’s Fund
[redacted] Healthy Schools

Appendix II: Annual Report, 2007

The following extract is taken from the Annual Report 2007 about the ‘Treasure Project’. (p.12 – 20, Shepherd *et al.*, 2007.)

Interventions and Partnership Work September 2006 – August 2007

Each individual intervention has been evaluated through feedback from participants. Feedback has been gained through questionnaires, rating scales, photographs, pictures or recording of anecdotal comments. The following data and information summarises the impact of some of ‘Treasure Project’ activities. It has been organised into Meso and Micro Level activities:

Meso Level – (Whole School Environmental Focus)

3.1 Jenny Mosley’s Quality Circle Time © Training

Positively highlighted in the latest DfES guidance for the Primary National Strategy, this whole school, eco-systemic model helps schools create the ethos advocated in the SEAL programme by supporting them to create an environment in which social, emotional and behavioural skills can be developed.

Since becoming accredited trainers in the Jenny Mosley Quality Circle Time Model in November 2005, [XXXXX](#) and [XXXXXX](#) (Area Project Coordinators) have delivered training to 11 schools. The closed INSET day training involves all school staff, including lunchtime supervisors, whilst the open INSET includes direct work with children.

Of the feedback sheets returned from participants the following average responses were given:

Responses from Participants – Whole School INSET

Overall rating of training	Average percentage of returned questionnaires
Very Useful	80%
Useful	20%
Not Useful	0%

3.2 PATH (Planning Alternative Tomorrows with Hope)

This year three schools opted to have PATH INSET. PATH is a creative visioning process which can be used by organisations, groups or individuals to develop an action plan towards a future goal or dream. The 'Treasure Project' Area Co-ordinators are fully trained PATH facilitators.

PATH has now also been used very successfully as a key tool in the consultative process for Happier Playtimes. In partnership with other agencies, the team have also begun to use the PATH process with individual children including family members and school staff to facilitate positive future planning. In the period covered by this report The Treasure Team has facilitated PATHs for 11 schools, for the Children's Fund and for one individual young person. The team have also been participants in the PATH process as part of their involvement with the Peer Mediation service.

3.3 'Happier Playtimes'

'Happier Playtimes' is a specific intervention developed and piloted by the 'Treasure Project' following consultation and feedback from a wide range of members from school communities including children, lunch time supervisors, management staff, parents, head teachers and governors. This year 2 whole school communities have been represented and fully participated in the programme taking part in consultation exercises, play, delivering workshops as well as identifying and applying for funding to improve the playground environment and facilities. Lunch time supervisors, who are key to the overall success of the programme, have reported a growing sense of empowerment and belonging. The Happier Playtimes programme has been successfully reported in local and county council press, assisting schools in making funding applications and highlighting best practice within their local communities.

3.4 Peer Mediation

In September 2006 the two project co-ordinators began delivery of peer mediation training as part of a multi-disciplinary team, developed and led by Peter Timms of the Pupil Reintegration Unit. The purpose of the programme is generally to support children's emotional wellbeing by empowering them to manage issues associated with peer relationships and to support the professional development of school staff, in particular that of lunchtime supervisors. Involvement with the programme has allowed the 'Treasure Project' to develop links with new schools leading to further identified work that supports a multi agency, county wide, holistic approach.

Both 'Treasure Project' Area Co-ordinators offer weekly training to one class per week. Some 50 classes across the whole of XXXXXXXXX have been trained by 'Treasure Project' Co-ordinators, delivering the programme alone or in partnership with colleagues from Learning and Behaviour Support Services (LABSS) and the Education Social Work Service (ESWS). Both Area Coordinators deliver adult training with colleagues from ESWS and LABSS. Based on approximately 30 children per class, some 1500 children have been trained in this peer support intervention in approximately 40 schools.

The following comments were received from **adults** who have completed the training:

“The Peer Mediation training was excellent. The kids really enjoyed everything and got a lot out of it. We don’t have many problems here, but the children do now seem to see other people’s points of view more easily now and are getting very good at solving problems and being able to put things into perspective. I believe this is largely attributable to the Peer Mediation training they’ve received this year. What’s really brilliant is that they remember the training so well and they bring it into circle time and other areas of the curriculum. The adult training was great – we all enjoyed it.” Deputy Head, Kxxxxx Primary School.

“It was interesting to see such positive attention lavished on the children.”
Participating Teacher

The following comments were received from **children** who have completed the training:

“This is very useful to me, I can go and help my mum and dad sort out their problems.”

“I’ve really enjoyed the training. Practising the mediation is great and I can’t wait to begin being a peer mediator.”

3.5 Solution Focused Approaches:

Two external training courses took place in the XXXXXXXXX and XXXX areas during this academic year with a total of 24 teachers, teaching assistants and educational psychologists taking part. When asked what found most useful or enjoyable about the courses, delegates said:

“Sharing with others – hearing their experiences – as this was my first time learning a new approach was very useful. Thank you.” SENCO

“Clear explanation of the Solution Focused Approach. Time spent exchanging experiences and ideas with others. Practical exercises showing the approach can be applied to practically everything and anything.” SENCO

“It was great to have the ‘space’ to meet others with a common aim. I hope that I will be able to present this back at school in the same positive and empowering way in which it was presented today.” Teaching Assistant

“Looking forward to developing the approach in school. Possibly to make contact for whole school collaborative work.” SENCO

As direct result of the above courses, training courses for an additional 15 teaching assistants took place in secondary schools in the XXXX and XXXXX Areas of the county. 1 training course for all staff in a Southern Area primary school also took place. School staff commented about these internal training courses as follows:

"I think it made me think about myself and my own goals in life. If I was doing mentoring I would use this system as I think it helps to focus on positives not the negatives." Teaching Assistant

"I feel I've been given positive tools to help me with the pupils in school. It was interesting to hear other members of the group sharing their ideas with each other." Teaching Assistant

"Modelling of questioning techniques shown by XXXX. ...the emphasis on the positive. Turn around for kids who feel negative about themselves." Teaching Assistant

"Solution focused, not problem focused, gave us strategies that we can easily apply." KS4 Teaching Assistant

Micro Level (Individual Focus)

3.6 Treasuring Ourselves Groups

Treasuring Ourselves Groups are facilitated by 'Treasure Project' team members who are trained in Solution Focused Brief Therapy (SFBT) approaches. A similar format is followed for groups run in both primary and secondary schools. School staff are encouraged to co-facilitate the groups with 'Treasure Project' team members and to be trained in solution focused approaches. The groups run for typically 5-6 sessions. Children are invited to attend groups based on an identified need or as part of a whole class opportunity.

100 children in Key stage 1, 2 and 3 took part in the Treasuring Ourselves groups this year. 15 teaching staff worked alongside Treasure Team members, many of whom have continued to deliver solution focused groups on their own. The children who took part in Treasuring Ourselves groups were asked to complete pre- and post- questionnaires based on their own feelings about different aspects of school. Children were asked to rate themselves on a scale of 1-10 for questions 1 to 6.

Q1 – I work well in school

Q2 – I enjoy play times

Q3 – I get on well with other children

Q4 – I get on well with my teachers

Q5 – I am good at solving problems at school

Q6i – I am looking forward to my new class next year

Q6ii – I am looking forward to going to ..(*next class/school/holiday*)

In the post questionnaire children rated themselves higher in: working well at school; being good at problem solving in school; looking forward to secondary school /school holidays and liking being at secondary school. The areas where there appears to be no improvement are: getting on well with other children/ teachers and looking forward to the class next year.

There are a whole variety of reasons why some scores rose and others fell including what kind of day children were having when they completed the forms and how they were feeling on the day about their relationships with others. It is also reasonable to expect that when given an initial evaluation form of this description to complete, children may feel that they have to circle an 'expected' or 'perceived expected' score which may be quite high, whereas after taking part in the group and having established relationships with the facilitators recognise that their scores can be entirely their own and so children may be much more congruent or realistic.

The children's comments about their experiences in the groups generally show that children:

- enjoyed coming to the group
- enjoyed talking about feelings and felt more able to express themselves
- gained confidence
- gained more friends and got on better with people.

What the children said they gained from the groups	
Confidence	11
More friends and get along better with others	10
-	7
Nothing	7
Helped with schoolwork	5
Can solve my own problems now	4
Listening skills	3
Sharing feelings	3
Take a joke and be calm	2
Not to worry/ be stressed as much	2
Be nicer	2
Think before I act	1
I'm more positive	1
I'm happier with school life	1
Targets helped a lot	1
DNA	1
I now get to school on time	1
Helped with my behaviour	1
Learning about keeping secrets	1
More conscious of other people's feelings	1
Using scale on problems	1
Less time penalties (sanctions)	1
All of the ways	1
I'm better with bullies	1
Getting out thoughts that I don't want in our head	1

3.7 Therapeutic Storywriting Groups

The Therapeutic Storywriting model is a research proven curriculum based approach developed by Trisha Waters that uses stories written by both pupils and the teacher to support pupils with emotional, behavioural and social difficulties. As well as supporting pupils to get in touch with their own feelings through story metaphor, the Therapeutic

Storywriting session aims to develop pupils' co-operative and interpersonal skills. Key Stage 2 children attend groups for 6-10 weeks. Groups of 4 to 6 children can be facilitated by any member of staff who has attended the 3 day training programme.

The 'Treasure Project', in partnership with Trisha Waters (Insight Training) disseminated the model to professionals in XXXXX through a 3 day training programme. This took place over a two month period so that participants could facilitate groups and thus bring experiential learning back to the training group. Each participant was given a copy of Trisha Waters' textbook 'Therapeutic Storywriting' and XXXXX (Area Project Coordinator) has consequently developed a supporting handbook.

In order to deliver the training programme in 2006/7, funding of £1600 was successfully achieved. The 3 day training was delivered during February and March 2007 at a central location and was attended by 11 school staff and educational professionals. As a result of this training and previous training professionals have continued to run small groups and approximately 67 children, spanning Y3 – Y7 have attended weekly one hour groups over a minimum 6 week period. .

The following quotes demonstrate the positive impact on some of the attendees:

"I don't enjoy writing because I can't write. I am rubbish at writing because I can't write. I am rubbish at writing because I can't think of any ideas and I'm terrible at listening to people". Comment from boy aged 9 at the beginning of the group. At the end of the group the boy said he felt okay about his writing and said *"It was like you planted a seed in my stomach and it grew and now I have ideas."*

"I was really nervous at the beginning of the group, but now I am feeling very good. It has made a difference to my handwriting and helped me understand stories better'."

3.8 Treasure Art Clubs & Treasure Time

Treasure Clubs and Treasure Time interventions are based on The Pyramid Trust research proven model of after school clubs. Treasure Art Clubs are after school clubs that were developed as a direct response to requests from children to incorporate drawing and creative art activities into their small group work. These clubs set out to enrich children's lives, trigger potential for self-healing, and move children forward in making positive changes within themselves, their relationships and their worlds in general, by encouraging and allowing children to explore their own emotional development through art and Quality Circle Time.

In order to offer the children the best possible practice and opportunities, funding was sought so that professional artists could be employed to work in partnership with Treasure Coordinators. A successful bid to the [REDACTED] Social Services Arts Budget resulted in £3,990 matched by 'in kind' funding from schools and The 'Treasure Project', which allowed 3 groups to run for 10 weeks. A total of 33 children and 1 parent participated on a regular basis in 3 schools across XXXXXX.

Schools were able to extend the school day for some children. Art Club has inspired schools to look at other ways of promoting emotional wellbeing within their community, as well as giving them an opportunity to invite parents and governors in to meet and work alongside children. Comments about the clubs were as follows:

“The project has been a resounding success, which we hope will now open up greater opportunities to promote the emotional wellbeing of all our children.” Head of Clapham Terrace

Parents have reported increased confidence in their children. The father of K., a year 6 pupil who comes from Thailand, was very enthusiastic about the club stating that it has, *“made a real difference to K.”*

One year five boy, who had had particular difficulties both at home and at school, stated how much he had enjoyed sharing time with his mother at Art Club doing something that they were both interested in.

The wider impact of this intervention is that Governors in one school have been so inspired by the success of the project and are looking at how it might be continued in schools. Other schools have expressed an interest in a Therapeutic Art Club taking place at their school. The Extended Schools Service have also been in contact with the Treasure Team to explore ways of developing further Art Clubs in the next academic year.

3.9 Zippy’s Friends

Zippy’s Friends is a research proven curriculum for developing KS1 children’s social, emotional and behavioural skills. It is delivered by KS1 class teachers and teaching assistants. The ‘Treasure Project’ (Educational Psychology Service) is the Zippy’s Friends licence holder for XXXXXX. The ‘Treasure Project’ has trained 10 schools and 14 teachers/teaching assistants/members of EPS took part in the 2006 training.

The training was rated as follows:

Overall impression of the course	Response % of returned feedback forms
Very useful	100
Useful	
Not useful	

When asked what they found useful or enjoyed about the course, delegates commented:

“Everything! Ideas from people who have used Zippy’s and know what else could be added. Offers of help and support when back in school.” Teacher

“Showing how to use resources. Getting to speak to other schools and planning time.” Anon

“Practical and positive” teacher

Delivery:

A total of **24** trained Zippy's teachers/teaching assistants (including staff trained in 2005) have successfully been delivering the programme in schools, which has resulted in **611** KS1 children participating in the Zippy's Friends PSHE&C Programme over the academic year 2006/07.

The 'Treasure Project' also hosted international visitors from America and Denmark and were contacted by partners in Australia, welcoming them into XXXXX schools to see Zippy's Friends in action. The American's visit to schools in Kenilworth and Leamington Spa was featured in the Children, Young People and Families Directorate's January edition of their newsletter, TLC.

Appendix III: Letter Accompanying Head Teachers' Questionnaire

Dear Head Teacher,

Your school was involved with The Treasure Project during the period September, 2006 to June, 2008. We are in the process of evaluating our work with schools and would very much appreciate it if you could complete the enclosed questionnaire for you. It would be most helpful if you could return it to the Educational Psychology Service as soon as possible.

Our intention is to collate information about the impact of The Treasure Project and this will be used to inform our future practice.

Thank you for your time in completing this questionnaire,

Yours sincerely,

The Treasure Team

Deborah Shepherd – Senior Educational Psychologist
XXXXXX – Project Coordinator
XXXXXX – Project Coordinator

Please return completed forms to
Deborah Shepherd
Educational Psychology Service,
XXXXXXX
XXXXXX
XXXX

Appendix IV: Copy of Head Teacher Questionnaire



Working together with whole school communities

to promote emotional wellbeing

EVALUATION OF THE 'TREASURE PROJECT'

The 'Treasure Project' has been active in XXXXXX Schools from November 2004 to March 2008. In this period 607 staff from 56 XXXXXX schools were trained in a variety of approaches and 3452 children and young people have received school-based support for their emotional needs. Over 50 schools have worked in partnership with the Treasure Team and associated partners in order to promote emotional wellbeing within school environments.

It appears that positive outcomes for children and young people have resulted from this multi-levelled approach and school staff have become more skilled in supporting children's emotional and behavioural needs within the school environment. We are now evaluating the 'Treasure Project' in a more formal way and would very much appreciate your feedback through the completion of the attached confidential questionnaire. This information will become part of a collated data base to inform evaluation of the 'Treasure Project' and your school will not be identified in any way. Thank you for your time,

Deborah Shepherd
Senior Educational Psychologist

Name of school: AXXXXXXXXXX

Your Name: **Position in School:**

1. The following 'Treasure Project' Activities have been undertaken by your school (Autumn 2007 – Spring 2008):

Capacity Building Activities	No. of Staff
Introduction to Quality Circle Time	7
Direct work with children that has taken place in your school	No. of children
Treasure Clubs (during lunch)	8
Quality Circle Time for Healthy Living Week	4 classes (120 children)

- 2. The 'Treasure Project' team works in partnership with schools and other agencies to develop package of intervention/support to promote the emotional well-being of children within school communities. Would you view your schools' work with the team as being within a partnership relationship?**

Yes/No (Please circle and give evidence of your opinion below)

- 3. In your view what have been the most useful aspects of the 'Treasure Project' team work with your school community and for what reason?**

What has been (if any) the impact of the ‘Treasure Project’ on the emotional wellbeing of children in your school in the following areas:

- **Changes in the school environment or general ethos?**

- **Changes in children’s self-esteem?**

- **Changes in the children’s ability to process emotions?**

- **Changes in the children’s self-management skills?**

- **Changes in the children’s social participation?**

7. What is your general impression of the impact of the 'Treasure Project' on families in your school community in terms of:

☐ Understanding of children's emotional needs?

☐ Parenting skills?

☐ Attitude towards school?

8. What is your general impression of the impact of the 'Treasure Project' on the school staff's capacity to promote the emotional well-being of children within the school environment as a result of: (please circle)

☐ **Quality Circle Time Training**

Has had general impact on school	Can sustain this approach by themselves	Are using this approach by themselves	Has had no impact on staff
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☐ **Other** (please describe)

Has had general impact on school	Can sustain this approach by themselves	Are using this approach by themselves	Has had no impact on staff
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– **Any further comments?**

Thank you for filling out this questionnaire. The above information will be used as data for the evaluation of The 'Treasure Project' and will be collated into a document to be considered by XXXXXXX Educational Psychology Service and associated partners. The data may also be used as part of Deborah Shepherd's doctoral research into the promotion of emotional well being in schools. I would be grateful if you could sign the following agreement.

I agree to the above information being part of Deborah Shepherd's doctoral research programme with the understanding that there will be no identification of individual schools, or staff, or school community members in any publication/report etc..

Signature of headteacher: _____ Date _____

A few schools will be contacted by Deborah Shepherd for a more in-depth interview. The interviews will take approximately an hour and will enable themes arising from the questionnaire to be explored more fully.

I am willing to be contacted for a more in-depth interview YES/NO

I am willing for key school staff to be contacted for a more in-depth interview YES/NO

Appendix V:

Head Teacher Questionnaire – Responses from Project Schools for Question 2

The Treasure Project team works in partnership with schools and other agencies to develop package of intervention/support to promote the emotional well-being of children within school communities. Would you view your schools' work with the team as being within a partnership relationship?

School	Treasure Project Activities in school	Response to Question 2	Simplified version of response to Question 2
P1	QCT/TC	Yes. Whilst members of the TP team were involved with the school then at time we felt part of the partnership	<ul style="list-style-type: none"> felt part of the partnership
P2	PMT, TSWg, DW, TBP	Yes. School and the TP team were able to discuss needs and agree suitable activities accordingly.	<ul style="list-style-type: none"> discussed needs & agreed activities
P3	QCT, ZF, TSW, LuS, TSWg, TC, DW, ZF & QCT modelling, motorskills	Yes. The TP team worked very efficiently and professionally developing a variety of interventions support both children and adult staff responding to a very wide range of needs – always adapting and indicating commitments to improving/developing emotional well-being within our community.	<ul style="list-style-type: none"> efficiently & professionally developed interventions to support children and staff responded to very wide range of needs & adapted over time commitment to emotional well-being within community.
P4	QCT, PATH, HPP	Yes. We had discussions before the sessions to discuss the needs of the school and then throughout the projects we worked and adjusted accordingly.	<ul style="list-style-type: none"> initial discussion discussed needs of school throughout projects, worked and adjusted accordingly.
P5	SFA, TC	Yes. The team develop good partnerships with pupils and staff.	<ul style="list-style-type: none"> worked as a team good partnerships with pupils & staff
P6	ZF, SFAs, TSW, Tog, TC, QCT modelling	Yes. With some interventions e.g. Therapeutic Storywriting and Solution Focused Approaches and Treasuring Ourselves.	<ul style="list-style-type: none"> partnership around some interventions TSW, SFA and Tog
P7	ZF, SFA, TSW, Tog, TC, QCT modelling	Yes. Work has been planned together. There has been consultation at every stage and work has been evaluated.	<ul style="list-style-type: none"> work planned together consultation at every stage work evaluated
P8	QCT, ZFg, IC, TOg, TC	Yes. TPC1 has worked with the staff when planning and evaluating the success of the project with the task group. She has also presented staff meetings to ensure staff are aware of how to support children in class.	<ul style="list-style-type: none"> worked with staff when planning & evaluating success of project with task group presented staff meetings to ensure staff are aware of how to support children in class

School	Treasure Project Activities in school	Response to Question 2	Simplified version of response to Question 2
P9	TOg	<i>(completed by Learning Mentor & Deputy Headteacher)</i> TPC2 came into school and led sessions with two groups for first few weeks and supported me taking the lead for 2 nd half of sessions and gave me constructive criticism to enable me to lead more groups independently in our school. She evaluated our results – forwarded them and certificates for our use. She asked me to contact her if ever I needed support in the future. I also received other useful ‘Solution Focused’ information.	<ul style="list-style-type: none"> came into school & led sessions with 2 groups to support TA, taking the lead gave constructive criticism to enable TA to lead groups independently evaluated results, forwarded them & certificates able to contact her if in need of future support
P10	ZF, SFA, TSWg, TOg	Yes.	
P11	SFA, TSW, TOg	<i>(completed by SENCO)</i> Yes. When we worked together we were more able to reinforce the Solution Focused Approach. Clearly the training aspect was strong and the group benefited from the supportive ethos generated.	<ul style="list-style-type: none"> worked together more able & so more able to reinforce the SFA training aspect supportive ethos generated.
P12	QCT, PATH, ZF, HPP, TSW, Lmen, LuS, TSWg, TOg, DW, QCTg, FC, TW, TBP	Yes. We always felt that we had a very good relationship with the TP team and they were always totally supportive and committed to our school. Advice was always available.	<ul style="list-style-type: none"> very good relationship totally supportive and committed to our school advice always available.
P13	SFA, TOg	Originally when setting up the group we received good partnership support. But once our teaching assistant was trained we had no contact from the team. Unfortunately the teaching assistant left the school after the first year and so we now do not have a trained person to continue the TP work.	<ul style="list-style-type: none"> when setting up the group we received good partnership support
P14	HPP, PATH,	Yes. The partnership established a dialogue of discussion, linked to our aim of making playtimes happier for children.	<ul style="list-style-type: none"> dialogue of discussion linked to aim of making playtimes happier
P15	QCT, TSW, TC, QCTmodelling, IC	Yes.	
P16	TSW, TSWg, TC, DW	<i>(Completed by Teaching Assistant level 3)</i> Yes. The younger children worked well together and enjoyed the session.	
P17	PATH, QCT, SFA, TSW, TSWg, TOg, QCTg, TC, IC	Definitely yes. The school tries to actively engage and work with other agencies at all times.	

School	Treasure Project Activities in school	Response to Question 2	Simplified version of response to Question 2
P18	ZF, SFA, TOg	(completed by teaching assistant) Yes. I personally worked with TPC2 on the 'Treasuring Ourselves' project. There was definitely a partner relationship with TPC2. She was very supportive and helpful and we were both able to give our points of view and listen to each other.	<ul style="list-style-type: none"> a partner relationship very supportive and helpful able to give our points of view and listen to each other.
P19	PATH, ZF, HPP, TSW, LuS, TSWg, IC	Yes. Shared understanding of the aims and ethos of the TP was gained by the whole staff through an INSET Day. Both teaching and non-teaching staff attended. This awareness raising session led to much thought provoking and constructive discussion amongst the whole staff which in turn resulted in new strategies for teaching and learning for key children and small groups-	<ul style="list-style-type: none"> shared understanding gained through INSET Day awareness-raising session led to much thought provoking and constructive discussion resulting in new strategies for teaching and learning for key children and small groups
P20	ZF, QCT, PATH, TSW, LuS, AcList, TC, QCT, IC	Yes. We have a very strong relationship with TPC1, whom we really consider to be a part of the team at (school). So much so, in fact, that we were pretty devastated at the news that she would no longer be able to work with us as part of the TP. We now employ (name of TPC1) and fund her through the school's delegated budget to do 1:1 counselling work. Children who work with TPC1 frequently are supported by other agencies. I feedback relevant Child Protection information to TPC1.	<ul style="list-style-type: none"> a very strong relationship part of the team
P21	LuS, SFA, ZF, TW	Yes. In the past. (No input from TP for some time now.)	<ul style="list-style-type: none"> in the past
P22	QCT, QCTmodelling	We used the TP for whole staff training and development of Circle Time across the school.	<ul style="list-style-type: none"> whole staff training to develop Circle Time across school
P23	TOg	Yes. Very close working relationship with the teaching assistant. Good planning prior to the project with SENCO.	<ul style="list-style-type: none"> very close working relationship with TA good prior planning with SENCO
P24	QCT	Yes. I joined the school in February 2007 as the Head teacher. I have heard favourable comments about the TP. All staff who took part in the training found it a valuable experience.	<ul style="list-style-type: none"> favourable comments all staff valued training

School	Treasure Project Activities in school	Response to Question 2	Simplified version of response to Question 2
P25	TOg	Yes. I worked very clearly with TPC2 initially to identify children for the group and she kept me informed of any significant things from the sessions.	<ul style="list-style-type: none"> • worked very clearly to identify children • kept informed of any significant things from sessions
P26	QCT, QCTmodelling	It is partly a partnership in that there was time for discussion with staff and with the second session seeing the process in action was showing an equality as well as describing. On the other side it is a very short term partnership and in the longer term some sense of connection to the project may be needed.	<ul style="list-style-type: none"> • partly a partnership (short term) • time for discussion with staff during training • an equality feel during second training session by showing as well as describing QCT

Appendix VI:
Head Teacher Questionnaire –
Number of Responses around an Emergent Theme about
Partnership with Project Schools

Emergent Theme	School coding	No. of times mentioned
1. Supportive partnership	P1, P5, P11, P12, P20, P23	6
2. Partnership with pupils and staff	P3, P5	2
3. Discussion	P2, P4, P14, P26	4
4. Planning and agreeing on activities	P2, P7, P8, P14, P23	5
5. Commitment to school	P3, P12	2
6. Adapting and adjusting interventions to need	P3, P4, P7	3
7. Variety of interventions	P3	1
8. Responsiveness to needs	P3, P4	2
9. Collaborative activity around interventions	P6, P9, P11, P13, P18, P21, P24, P26	8
10. Evaluation of activities	P8	1
11. Whole school awareness raising	P8, P19, P22	3
12. Advice	P12	1
13. Collaboration around identification of vulnerable children.	P25	

Appendix VII:
Head Teacher Questionnaire –
Number of Responses for Question 2 around a
Subsidiary Theme about
Partnership with Project Schools

Subsidiary Theme (or Strong Mechanism)	School coding	No. of times mentioned
1. Good partnership	P1, P5, P11, P12, P20, P23	6
2. Collaborative planning to meet needs of school community	P2, P3, P4, P5, P7, P8, P14, P23, P25, P26	10
3. Commitment to school community	P3, P12, P8, P19, P22	5
4. Cycle of evaluation and adjustments of interventions	P3, P4, P7, P8	4
5. Collaborative activity around implementation of intervention	P6, P9, P11, P13, P18, P21, P24, P26	8

Appendix VIII:

Head Teacher Questionnaire – Responses from Project Schools for Question 3

In your view what have been the most useful aspects of the ‘Treasure Project’ team work with your school community and for what reason?

KEY: Positive Impact on Pupils or Families (P)
Positive Impact on Capacity of Key School Staff (C)
Positive Impact on Capacity of Whole School Community (W)

School	‘Treasure Project’ Activities within school	Response to Question 3	Shortened response to Question 3 (Coded for Outcomes and Mechanisms)	Positive Impact Coding
P1	Quality Circle Time (introduction to) Treasure Clubs (during lunch) Quality Circle Time for Healthy Living Week	During the one hour sessions of the TP team some individuals showed improvement with their co-operation skills.	Some pupils improved co-operation skills (O)	P
P2	Peer Mediation training (INSET) Therapeutic Storywriting groups Drama Work Teddy Bear’s Picnic	Peer mediation training for staff and for pupils. As peer mediators, the older children can take on the role of supporting their peers and be involved in decision making. Children who have difficulty in social and emotional interaction are supported in circle groups and have the opportunity to have a voice.	PMT training for staff & pupils (M) Older children support peers & are involved decision making (M and O) Children supported (O) Opportunity to have a voice (O)	C P & W P P
P3	Quality Circle Time (whole school INSET) Zippy’s Friends KS1 PHSE Programme (training) Therapeutic Storywriting (external course) Lunchtime supervisors (training INSET) Therapeutic Storywriting groups Treasure Clubs (during school)	Sharing expertise in a lively and meaningful manner to all staff – empowering and inspiring. Hands-on support has been most meaningful to all pupils with difficulties in a wide variety of constructive, and again empowering, ways. ‘Presence’ in school was ALWAYS very precious and has been sadly missed over the last 18 months.	Sharing expertise in lively and meaningful manner to all staff – empowering and inspiring (M) Hands-on support pupils with difficulties in wide variety constructive empowering, ways (M) ‘Presence’ in school (M)	W & C P W & C

School	'Treasure Project' Activities within school	Response to Question 3	Shortened response to Question 3 (Coded for Outcomes and Mechanisms)	Positive Impact Coding
	Quality Circle Time <i>(one off modelling)</i> Drama work around transition Motorskills session Zippy's Friends <i>(modelling)</i>			
P4	Quality Circle Time (whole school INSET) PATH (Whole School Organisational development tool) Happier Playtimes Project (included PATH)	The playground project helped parents and dinner ladies get a better understanding of what it is like to be a child on the playground. I think that as adults we often forget that. The Quality Circle Time was a good team building exercise. PATH gave us all the opportunity to express views of where the school is headed. We had the opportunity to work with staff across the whole school community and governors.	HPP helped parents and dinner ladies gain better understanding of what it's like to be a child on the playground (M and O) QCT – team building exercise (M and O) PATH –express views of where the school is headed for staff across the whole school community and governors (M and O)	W W W
P5	Solution Focused Approaches Training (external course) Treasure Clubs (after school Art Club) Treasure Clubs (during school) with year 1	Allowed vulnerable pupils the opportunities to engage with small group work and to find their voice in a supportive environment.	Pupils' voice heard in a small group supportive environment. (M and O)	P
P6	Training in Zippy's Friends KS1 PHSE Programme Training in Solution Focused Approaches (external course) Training in Therapeutic Storywriting (external course) Treasuring Ourselves groups (solution focused model)	Treasuring Ourselves – raising self esteem of target children, valuable and successful. Therapeutic Story writing – supportive caring atmosphere which relaxes children – they see adults engaged in same activity so good role modelling/sharing Zippy's Friends – good support for bereaved children.	TOg – raising self esteem of target children, valuable and successful (M and O) TSWg supportive caring atmosphere which relaxes children –good role modelling/sharing (M and O) Zippy's Friends – good support for bereaved children (M and O)	P C & P P & C

School	'Treasure Project' Activities within school	Response to Question 3	Shortened response to Question 3 (Coded for Outcomes and Mechanisms)	Positive Impact Coding
	Treasure Clubs (after school Art Club) Quality Circle Time (one session only)			
P7	Training in Zippy's Friends KS1 PHSE Programme Training in Solution Focused Approaches (external course) Training in Therapeutic Storywriting (external course) Treasuring Ourselves groups (solution focused model) Treasure Clubs (after school Art Club) Quality Circle Time (one session only)	Quality Circle Time – whole school training and work with Year 3 has provided staff with a practical knowledge of the impact. Zippy's Friends – has been very successful in support a particular group of children to develop empathy. Treasuring Ourselves – children found this helpful – parents commented that they wished it had been available to older siblings.	QCT, whole school training in theory and practice (M) ZF very successful in supporting children to develop empathy (M and O) TOg children found this helpful & positive parent comments (M and O)	W C P
P8	Quality Circle Time Group work with Zippy's Friends as basis Individual counselling Treasuring Ourselves groups (solution focused model) Treasure Clubs (during school)	Staff meetings The positive effect her visits here had on children who are expressing low self-esteem.	Staff meetings (M) Positive effect on children with low self-esteem (O)	W P
P9	Treasuring Ourselves groups (solution focused model)	The TP has empowered children to be able to become more independent. It has enabled them to have a voice. The children have realised that they can help themselves by using self help strategies e.g. listen to instructions, watch what peers are doing, and ask if not sure. Because of the success of the two groups I have run 3	TOg empowered children to be more independent, enabled them a voice, realised that they can help themselves with self help strategies (M and O) TA able to run groups independently after joint facilitation & recommended training to others (M and O)	P C

School	'Treasure Project' Activities within school	Response to Question 3	Shortened response to Question 3 (Coded for Outcomes and Mechanisms)	Positive Impact Coding
		groups independently (1 Year 5 and 2 Year 4 groups) and just starting 3 more groups (2 Year 5 and 1 Year 4). In addition I have recommended the training to two newly appointed Learning Mentors in Rugby.		
P10	Training in Zippy's Friends KS1 PHSE Programme Solution Focused Approaches (external training) Therapeutic Storywriting groups Treasuring Ourselves groups (solution focused model)	Therapeutic Story writing: -able to help children and their families with issues -able to understand children better	TSW helped children & their families understand issues & children better (M and O)	P
P11	Training in Solution Focused Approaches (INSET training) Therapeutic Storywriting Training (external training) Treasuring Ourselves groups (solution focused model)	(completed by SENCO) All the pupils involved in the initial project were vulnerable to 'exclusion' in the short term for EBD concerns. All of these pupils remain in the mainstream (at present) and most are now having a relatively successful school experience most of the time employing strategies they themselves have generated.	Vulnerable EBD pupils remain in the mainstream most having a relatively successful school experience most of the time (M and O)	P
P12	Whole school in Quality Circle Time INSET with PATH (organisational development tool) Training in Zippy's Friends KS1 PHSE Programme Happier Playtimes Project Training in Therapeutic Storywriting (external course)	In the short term – the "Treasuring Ourselves" groups and the family counselling as we were able to offer almost immediate support to the children and families in need. However, the whole school PATH INSET, Quality Circle Time work and the Happier Playtimes project have had a far reaching impact upon the whole school.	TOg and FC (short term) offer almost immediate support to the children and families in need. (M) Whole school PATH INSET, Quality Circle Time work and the Happier Playtimes project far reaching impact upon whole school. (Ms and O)	P & C W

School	'Treasure Project' Activities within school	Response to Question 3	Shortened response to Question 3 (Coded for Outcomes and Mechanisms)	Positive Impact Coding
	Listening Mentor training (regular support sessions) Lunchtime supervisors training (INSET) Therapeutic Storywriting groups Treasuring Ourselves groups (solution focused model) Quality Circle Time Drama work Transition work Family counselling Teddy Bear's Picnic			
P13	Training in Solution Focused Approaches ('sitting by Sally' training) Treasuring Ourselves groups (solution focused model)	It enabled us to highlight a specific problem with a pupil which has now led to that pupil being further assessed and diagnosed. Some children found the process valuable.	TOg enabled highlighting of a specific problem with a pupil (M and O) Some children found process valuable (M and O)	P P
P14	PATH (Organisational developmental tool) as part of Happier Playtimes planning Happier Playtimes project Happier Playtimes project	The work initiated new ideas. It enthused members of the school team to 'have a voice'. These members were mainly lunchtime supervisors. The children enjoyed working with TPC1 too.	HPP (including PATH) Initiated new ideas, enthused members of the school community (Ms and O) Children enjoyed HPP (M and O)	C & W P
P15	Introduction to Quality Circle Time Therapeutic Storywriting groups Treasure Clubs (after school) Quality Circle Time (<i>one off modelling</i>) Individual Counselling	Counselling was helpful; I would have like this to develop. Therapeutic Story writing also worked well, but with staff changes and time elapsing we almost need to have people trained again.	Counselling helpful (M and O) TSW worked well (M and O)	P C
P16	Training in Therapeutic Storywriting (external course) Therapeutic Storywriting groups	(<i>Completed by Teaching Assistant level 3</i>) This project did help bring the children together and develop an understanding of each other's needs. I	Project brought children together develop an understanding of each other's needs. (M and O)	P

School	'Treasure Project' Activities within school	Response to Question 3	Shortened response to Question 3 (Coded for Outcomes and Mechanisms)	Positive Impact Coding
	Treasure Clubs (during school) Drama Work	did feel, and it was reflected by the group of students, that the session was too long and that one hour early in the week would have been more appropriate than two hours on a Friday afternoon. Also some of the older students did feel embarrassed about the drama.		
P17	INSET with PATH (organisational developmental tool) INSET training in Quality Circle Time Twilight training in Sanctions and Rewards (Quality Circle Time) Twilight training in Using Puppets (Quality Circle Time) Solution Focused Approaches training of SENCO ('sitting by Sally' method) Therapeutic Storywriting Training (external course) Therapeutic Storywriting groups Treasuring Ourselves groups (solution focused model) Quality Circle Time Treasure Art Club (during school) Individual Counselling	Therapeutic Story writing has been of great value to those children that suffered bereavement and it has enabled them to talk openly and share issues with their teachers.	TSW great value children enabled to talk openly and share issues teachers (M and O)	P
P18	Zippy's Friends KS1 PHSE Programme (external training course) Solution Focused Approaches training of teaching assistant	(completed by teaching assistant) Being able to spend time in small groups with children without having to focus on an academic subject has been great. It has	TA able to get to know children better, gave them opportunity to express their feelings, and thoughts in a small, safe group Children's self-esteem has improved (O)	P P

School	'Treasure Project' Activities within school	Response to Question 3	Shortened response to Question 3 (Coded for Outcomes and Mechanisms)	Positive Impact Coding
	(‘sitting by Sally’ method) Treasuring Ourselves groups (solution focused model)	allowed me, as a teaching assistant, to get to know children better as individuals and has given the children the opportunity to express their feelings and thoughts in a small, safe group. Children’s self-esteem has improved and I feel this has had a knock-on effect on their work due to more confidence in their own abilities.	Small group (O) More confidence in their own academic abilities (O)	P
P19	INSET with PATH (organisational development tool) Training in Zippy’s Friends KS1 PHSE Programme Happier Playtimes Project Training in Therapeutic Storywriting (external course) Lunchtime supervisors training (INSET) Therapeutic Storywriting groups Individual counselling	Team Building – one cannot lead a school successfully unless members of the school team have an insight into personal frailty, personal trust, self esteem and self worth – at both adult and child levels. Many colleagues felt that their performance and strategies for dealing with pupils’ problems were enhanced.	Team Building, many colleagues felt performance and strategies dealing with pupils’ problems were enhanced (M and O)	C & W
P20	Zippy’s Friends KS1 PHSE Programme (external training course) INSET Whole School in Quality Circle Time INSET with PATH (organisational development tool) Training in Therapeutic Storywriting (external course) Lunchtime Supervisors’ training	Every aspect had a positive impact on children’s emotional intelligence. Individual counselling has ensured that a number of children have been able to function successfully in school and improved behaviour. Staff enjoyed ‘mapping’ school improvement plans in a visual way during whole school INSET, and everyone had an opportunity to contribute. Lunchtime treasure clubs enabled many children to	Every aspect positive impact on children’s emotional intelligence (M and O) Individual counselling has ensured vulnerable children function successfully in school, improved behaviour (M and O) Staff enjoyed PATH everyone had opportunity to contribute (M and O) Lunchtime Treasure Club enabled many children to have positive experiences at lunchtime (M and O)	P P W P

School	‘Treasure Project’ Activities within school	Response to Question 3	Shortened response to Question 3 (Coded for Outcomes and Mechanisms)	Positive Impact Coding
	Active Listening training Presentation to governors Treasure Clubs (during school) Quality Circle Time Individual Counselling	have positive experiences, when frequently this time is challenging for them.		
P21	Lunchtime supervisors training course (INSET) Training in Solution Focused Approaches (INSET) Zippy’s Friends KS! PHSE Training Programme (external course) Transition work	We have had input from the TP in the past. The ‘transition’ work they undertook several summers ago was particularly useful due to the cohort of pupils and their needs. Several infant teachers appreciated the Zippy’s Friends training and materials as (at the time) we had no ‘scheme’ or materials to follow.	TW useful to pupils’ needs (M and O) Teachers appreciated Zippy’s Friends training and materials (M and O)	P C
P22	Whole school INSET in Quality Circle Time Quality Circle Time (Open INSET)	To immerse the staff in the thinking and principles behind Circle Time and develop a cohesive approach to PSHE.	QCT immersed the staff in the thinking and principles behind Circle Time & developed a cohesive approach to PSHE (M and O)	C & W
P23	Treasuring Ourselves groups (solution focused model)	Much calmer approach to life from specialised children following the group work.	Much calmer approach to life from targeted children following the group work (M and O)	P
P24	Whole school INSET in Quality Circle Time	Staff spoke about children engaging in discussions and taking part in learning.	(QCT) Staff reported children engaging discussions & taking part in learning (M and O)	P & C
P25	Treasuring Ourselves groups (solution focused model)	Training for the SEN teaching assistant to then lead further sessions for other children. Benefit for some of the children who took part and links with their parents.	Training TA to lead further sessions (M and O) Benefit some children and links parents (M and O)	C P
P26	Whole school INSET training in Quality Circle Time Quality Circle Time (Open INSET)	The teaching staff felt that Circle Time had allowed the children to speak out more with improved confidence and self-awareness. The younger	(QCT) Staff positive about Circle Time - allowed children to speak out more with improved confidence and self-awareness (M and O)	C

School	'Treasure Project' Activities within school	Response to Question 3	Shortened response to Question 3 (Coded for Outcomes and Mechanisms)	Positive Impact Coding
		<p>children were developing turn-taking and emotional vocabulary. It also has become a means of learning about individual children and their life and feelings.</p> <p>The older children were gaining a sense of purpose about Circle Time. There was more participation and some indication of developing language use as well beginning to deal with conflict. It is still in the early stages.</p>	<p>Younger children were developing turn-taking and emotional vocabulary (M and O)</p> <p>Teacher able to learn about individual children's lives and feelings (M and O)</p> <p>Older children found a sense of purpose about Circle Time leading to increase in participation & developing language use /beginning to deal with conflict (M and O)</p>	<p>P</p> <p>W</p> <p>P</p>

Appendix IX:

Head Teacher Questionnaire – Responses from Non-Project Schools for Question 2 and Question 3

Question 2: The ‘Treasure Project’ team works in partnership with schools and other agencies to develop package of intervention/support to promote the emotional well-being of children within school communities. Would you view your schools’ work with the team as being within a partnership relationship?

Question 3: In your view what have been the most useful aspects of the ‘Treasure Project’ team work with your school community and for what reason?

School Code	‘Treasure Project’ Activities within school	Response to Question 2	Response to Question 3
NP1-Z1	Zippy’s Friends KS1 PHSE Programme (training)	No.	Zippy programme and activities – relevant and enjoyable for our children.
NP2 – Z2	Zippy’s Friends KS1 PHSE Programme (training)	Yes. Training attended has been very useful. I am aware that there is free training available on Circle Time, etc.	I attended the Zippy’s Friends training and trailed it with my class of Year 2 children. They enjoyed it and benefitted from it but I felt it would be more suitable for Y1 children at our school. We then brought in SEAL over the whole school and trained everyone up in SEAL. The Y1 teacher has not yet attended Zippy’s Friends training and I did not want to overload her as we were getting to grips with using SEAL and Cambridge PSHE scheme together. I am aware that Zippy’s Friends can be used alongside SEAL but have not as yet included it in the PSHE long term plan. It is difficult to answer your questions because changes in children’s emotional wellbeing could have happened due to a number of factors.
NP3 - Z3	Zippy’s Friends KS1 PHSE Programme (training)	No. After training we implemented project in house without further support.	The children are enthusiastic about Zippy’s Friends and Zippy Time.
NP4-Z4	Zippy’s Friends KS1 PHSE Programme (training)	The staff who followed the Zippy’s programme had not been on the previous training and have had little to do with the partnership.	The children have enjoyed the Zippy activities and it provided a good support for PHSE.

School Code	'Treasure Project' Activities within school	Response to Question 2	Response to Question 3
NP5-Z5	Zippy's Friends KS1 PHSE Programme (training)	No, because after the course I have had no other meeting, although it was requested and I was off ill. A second teacher has delivered Zippy's Friends this year and has not had contact.	Good Resource Pack for Zippy's Friends. I loved the sessions with my Y1/Y2 class last year and it produced lots of good discussion and relationships between the children. Used programme exactly as trained as found it really good. Revised class structure this year meant Y2 had already completed programme so Y1 tried. Much less impact as children didn't connect with ideas or were unable to discuss at same level.
NP6-Z6	Zippy's Friends KS1 PHSE Programme (training)	Yes. I have worked closely with ***** to deliver Zippy's Friends in school.	Zippy's Friends has had a large impact on the children's emotional wellbeing in Y1. This has then been reflected in the scores in their Foundation Stage Profiles which we continue into Y1.
NP7-Z7	Zippy's Friends KS1 PHSE Programme (training)	Yes.	Support for delivering sensitive and difficult messages with young children.
NP8-Z8	Zippy's Friends KS1 PHSE Programme (training)	Yes. You feel that support and advice is there if you need it.	The access to continued support and advice in all 'Treasure Project's (not only Zippy's Friends).
NP9-SF1	Training in Solution Focused Approaches (INSET training) Treasuring Ourselves groups (solution focused model)		Students that took part have developed key relationships with staff. Has given them the tools to use within school and at home.
NP10-SF2	Solution Focused Approaches (external training)	No. We attended a course to find out more about solution focused approaches to problem solving. We have not been part of a project as we have implemented the approach in school independently to meet our needs.	Not applicable.
NP11-SF3	Training in Solution Focused Approaches ('sitting by Sally' training) Treasuring Ourselves groups (solution focused model)	Yes. ***** came into school and we discussed suitable children who would benefit from the project. We set up a series of sessions which I watched, with a little participation at first. Towards the end of the sessions, I then took over, with continued advice and direction from *****.	We have now also trained a SNTA to continue with the project. We are targeting children who have low self-esteem, who are very quiet or who need a way to help them sort out worries, behaviour issues that they may have.

School Code	‘Treasure Project’ Activities within school	Response to Question 2	Response to Question 3
NP12-SF4	Solution Focused Approaches (external training)	Yes. Initial meeting to discuss resources and the way the project could work. No further contact.	Sharing of resources, giving an outline of the project.
NP13-SF5	Solution Focused Approaches (external training)	Yes.	Unfortunately, although the training was excellent and seemed worthwhile as I am a full time teaching SENCO/Director of Inclusion I did not have a space in my timetable to deliver a Solution Focused programme. My TAs timetables were also very tight. The ‘Taking Care’ (SEAL) project seemed to cover emotional literacy for us as we had whole staff training on this. I hope this answers your request. I am sorry we can’t help you further.
NP14-TSW1	Training in Therapeutic Storywriting (external course)		Therapeutic Storywriting group work has been successful – will continue to run further groups-children benefit greatly from additional support.
NP15-TSW2	Training in Therapeutic Storywriting (external course)	Yes. There is ongoing partnership. I have access to support by Email, contact with EP in school and can access TSW website. I propose attending ‘follow up’ workshop.	The TSW training has enhanced my work as SENCo and as assistant head of pastoral care. The support the group has already given to children with emotional needs is measurable.
NP16-TSW3	Therapeutic Storywriting groups	Yes. Only somewhat – as part of a package of measures to support one child with behavioural problems, -but it took place outside the classroom and only the general plans were shared with the class teacher.	It gave emotional support to some other ‘poor’ writers, but failed to keep that one child involved.
NP17-TSW4	Therapeutic Storywriting Training (external course)	No. Training was given initially. We have tried to introduce Therapeutic Storywriting but structure of school day makes it difficult to set up a specific time and day. Boys have various activities and dip in and out. Ideas are great as is theory behind it but some contents are very gender and age inappropriate for our school although we can adapt. I also feel the issues that may arise in our situation could be needing more ‘qualified	Only involved with Therapeutic Storywriting.

School Code	'Treasure Project' Activities within school	Response to Question 2	Response to Question 3
		directing'. Must admit to not contacting them with problems but neither have Treasure been or made any follow up contact with us.	
NP18-TSW5	Therapeutic Storywriting Training (external course)	Yes. I know that members of the project are obtainable and very willingly to support staff. Plenty of e mails between me and *****, for example.	Therapeutic Story writing has given me (SENCO) a great opportunity to work with some difficult children in a very positive way. It has also given me a skill which I can use in the future for other children, as well as a renewed understanding of some aspects of psychological theory which can influence all areas of work with children.
NP19-TSW6	Therapeutic Storywriting groups	Yes. But would have appreciated face to face feedback on how our pupils responded in the group and any factors which came to light which would help us to understand our children facing difficulties better. Appreciated confidentiality of group but would have appreciated more sharing with school.	Provision of a small group opportunity of a high professional standard to help specific children gain more confidence.

Appendix X:

Head Teacher Questionnaire –

Responses from Project Schools for Question 4

Question 4 ‘What has been (if any) the impact of the ‘Treasure Project’ on the emotional wellbeing of children in your school in the following areas:

Key: PO = ‘strong enough’ evidence of Positive Outcome

School Code & Time Period	‘Treasure Project’ Activities within school	<i>Changes in the school environment or general ethos?</i>	<i>Changes in children’s self-esteem?</i>	<i>Changes in the children’s ability to process emotions?</i>	<i>Changes in the children’s self-management skills?</i>	<i>Changes in the children’s social participation?</i>
P1 Autumn 2007 to Spring 2008	Quality Circle Time (introduction to – 7 staff) Treasure Clubs (8 children during lunch) Quality Circle Time (for Healthy Living Week – 4 classes/120 children)	Senior management team have recently developed behaviour policy. PO	Still on going.	This work is still ongoing.	Children often need reminding of behaviour and problem solving.	Some of the children have learnt to show compassion towards younger children. PO
P2 Spring 2005 to Summer 2006	Peer Mediation training (INSET to 10 staff) Therapeutic Storywriting groups (18 children) Drama Work (Year 6) Teddy Bear’s Picnic (Year 1)	Areas in the playground set up for children to talk to peers if they are unhappy. PO	Particularly noticeable for children with special needs linked to social and emotional difficulties. We had two Year 6 children diagnosed with Asperger’s Syndrome. They were supported by their peers using peer mediation/circle time and the others in the class were observed to have a greater understanding and tolerance of others. PO	As previous answer. PO	As previous answer. (all linked) PO	As previous answer. (all linked) PO

School Code & Time Period	‘Treasure Project’ Activities within school	<i>Changes in the school environment or general ethos?</i>	<i>Changes in children’s self-esteem?</i>	<i>Changes in the children’s ability to process emotions?</i>	<i>Changes in the children’s self-management skills?</i>	<i>Changes in the children’s social participation?</i>
P3 Spring 2005 to Autumn 2006	Quality Circle Time (whole school INSET – 29 staff) Zippy’s Friends KS1 PHSE Programme (training – 2 staff) Therapeutic Storywriting (external course – 2 staff) Lunchtime supervisors (training INSET – 2 staff) Therapeutic Storywriting groups (6 children) Treasure Clubs (30 children) Quality Circle Time (one off modelling-120 children) Drama work around transition (30 children) Motorskills session (30 children) Zippy’s Friends (modelling- 30 children)	Emotional well-being/circle time discussions valued. SEAL programme now working well and promoted. PO	Generally high in our environment. Some individuals still experiencing personal difficulties <u>often</u> due to home life difficulties or coming to terms with becoming more self-aware of their personal difficulties.	Zippy’s Friends empowers children to openly discuss. SEAL activities also allow development of emotional literacy. Reference still made 18 months on to ‘Treasure Project’ groups by current Year 6 pupils – empowered them to discuss issues. PO	Some children have had courage to stand for School Council leadership roles within the school. Keen to take responsibilities and sustain meaningfully. PO	More variety <u>lunchtime</u> games offered to children. Less difficulties although we have had many changes of staff during the last 2 and a half years. PO
P4 Summer 2006 to Autumn 2007	Quality Circle Time (whole school INSET - 23 staff) PATH (Whole School Organisational development tool – 23 staff) Happier Playtimes Project (included PATH – 14 staff)	It gave us the opportunity to recognise that we needed to give children greater opportunity to express their emotions. So we have taken on <u>in part</u> SEAL. PO	Children more confident about expressing themselves. PO	They have a greater vocabulary which enables them to have greater understanding and awareness of others. PO	More aware and so able to express feelings but don’t always have the maturity to self manage skills. PO	As previous column – children are becoming more aware of others’ needs/moods/emotions and so are able to adapt their own behaviour on occasions PO
P5 Spring and Summer 2007	Solution Focused Approaches Training (external course – 1 staff) Treasure Clubs (after school Art Club – 10 children) Treasure Clubs (during school) with 6 Year 1 children	Works in conjunction with the school’s ethos on support	Impacted on some pupils’ self esteem and confidence PO	One pupil in particular relates well to a particular member of staff and shares concerns PO	Some evidence across group of Year 1 pupils PO	No evidence.

School Code & Time Period	‘Treasure Project’ Activities within school	<i>Changes in the school environment or general ethos?</i>	<i>Changes in children’s self-esteem?</i>	<i>Changes in the children’s ability to process emotions?</i>	<i>Changes in the children’s self-management skills?</i>	<i>Changes in the children’s social participation?</i>
P6 2005 to 2008	Training in Zippy’s Friends KS1 PHSE Programme – 2 staff Training in Solution Focused Approaches (external course – 1 staff) Training in Therapeutic Storywriting (external course – 2 staff) Treasuring Ourselves small groups (solution focused model -24 children) Treasure Clubs (after school Art Club – 10 children) Quality Circle Time (one session only – Year 3 children)	Flexible resource to use to support children as we recognise a need. PO	Positive changes seen by staff – not in all cases but a significant proportion. PO	Gives many framework to support feelings (as written) PO	Has given children strategies to use in day to day school work/play environment but many other issues are outside child’s ability to manage. PO	We are drawing out issues/concerns through these interventions but where do we take it next? Are we falsely raising children’s expectations and then failing them.
P7 Summer 2006 to Spring 2008	Training in Zippy’s Friends KS1 PHSE Programme – 2 staff Training in Solution Focused Approaches (external course – 2 staff) Training in Therapeutic Storywriting (external course – 2 staff) Treasuring Ourselves small groups (solution focused model – 24 children) Treasure Clubs (after school Art Club – 10 children) Quality Circle Time (one session only – Year 3)	General ethos has always been positive – I think the greater impact has been on individuals.	Apparent in 2 particular children who seem better able to deal with ‘putdowns’ PO	See previous column PO	More work needed with some!	For certain individuals there has been an improvement in children coping better with others. PO
P8 Autumn 2007 to Summer 2008	Quality Circle Time – 20 staff Group work with Zippy’s Friends as basis – 4 children Individual counselling – 1 child Treasuring Ourselves small groups (solution focused model – 12 children) Treasure Clubs (during school – 4 children)	All staff are using the techniques taught by XXXX in circle time, etc. PO	Very positive – also appreciated by the parents of the children involved. PO	Not so easily recognisable.	As previous column.	Worked well with the older children involved. PO

School Code & Time Period	‘Treasure Project’ Activities within school	<i>Changes in the school environment or general ethos?</i>	<i>Changes in children’s self-esteem?</i>	<i>Changes in the children’s ability to process emotions?</i>	<i>Changes in the children’s self-management skills?</i>	<i>Changes in the children’s social participation?</i>
P9	Treasuring Ourselves small groups (solution focused model – 8 children)	More independent children. More confident children. Happier children. PO	Self help success and achievement raises self esteem. PO	The programme gave the children the tool for expressing emotions and time to share feelings. Groups supported each other – using respect to listen and time to answer. PO	Being aware that they could help themselves hugely helped the children. PO	Over the weekly sessions you could see the children start to ‘blossom’. One of the girls in a year 5 group was noted in particular, now participates in groups rather than being on fringes. PO
P10 Autumn 2005 to 2008	Training in Zippy’s Friends KS1 PHSE Programme – 4 staff Solution Focused Approaches (external training – 2 staff) Therapeutic Storywriting groups – 6 children Treasuring Ourselves small groups (solution focused model – 16 children)	Aided calm atmosphere in school. PO	Aided as self-esteem has improved. PO	Some children are able to manage emotions better. PO	Beginning to have a positive impact. PO	As previous column. PO
P11	Training in Solution Focused Approaches (INSET training – 2 staff) Therapeutic Storywriting Training (external training – 1 staff) Treasuring Ourselves small groups (solution focused model – 4 groups in Years 7 and 8)	Pupils feel more supported, they seek help more appropriately, they generate more strategies and are more supportive of peers also engaged in the Solution Focused Approach. PO	It is remarkable that almost all of those initially involved are still full time at school so it would be fair to claim that these pupils are maturing more rapidly in understanding and controlling their pubescent emotions (not all the time though) PO	The positive emphasis does self engage the pupils in being supportive to others and this reflects their advice and support back on themselves. <i>(difficult to read writing on answer)</i> PO	Pupils do want to attend these sessions and demand to continue when they end – they love the high demand of participation. I am not so sure this transfers into ‘real’ school as much! PO	

School Code & Time Period	‘Treasure Project’ Activities within school	<i>Changes in the school environment or general ethos?</i>	<i>Changes in children’s self-esteem?</i>	<i>Changes in the children’s ability to process emotions?</i>	<i>Changes in the children’s self-management skills?</i>	<i>Changes in the children’s social participation?</i>
P12 Winter 2004 to 2008	Whole school in Quality Circle Time INSET with PATH (organisational development tool – 12 staff) Training in Zippy’s Friends KS1 PHSE Programme – 11 staff Happier Playtimes Project – 8 staff (including parents) Training in Therapeutic Storywriting (external course – several staff) Listening Mentor training (regular support sessions – 2 staff) Lunchtime supervisors training (INSET – 2 staff) Therapeutic Storywriting groups – several children Treasuring Ourselves small groups (solution focused model -19 children) Quality Circle Time – Year 2 and Year 5 Drama work – Year 5 Transition work – Year 6 Family counselling – 4 families Teddy Bear’s Picnic – Year 1	Much greater awareness shown by all staff. Improved peer awareness. PO	Confidence and openness improved in school. PO	Unable to comment.	Children are more aware of strategies they can use. PO	More cross age play at playtimes. Older children organise lunchtime clubs. PO
P13 Spring and Summer 2007	Training in Solution Focused Approaches (‘sitting by Sally’ training – 1 staff) Treasuring Ourselves small groups (solution focused model-8 children)	In a limited capacity – yes. PO	For some children good changes. PO	For the few – yes. PO	Not sure as the pupils have now left the school.	After the first group 4 of the pupils were more outgoing. PO
P14 Autumn 2006 to Spring 2007	PATH (Organisational developmental tool) as part of Happier Playtimes planning – 10 staff Happier Playtimes project - 10 staff Happier Playtimes project – 60 children	Quieter playtimes. Better use of school grounds. Children having more confidence in approaching lunchtime supervisors. PO	Most of the children at XXXXXX have good self esteem. However, the more gentle of the children feel more ‘included’ in playtimes. PO	We still get a fair amount of upset – difficult to assess.	More games being played. With some children increased creativity. PO	The social participation is more structured. PO

School Code & Time Period	‘Treasure Project’ Activities within school	<i>Changes in the school environment or general ethos?</i>	<i>Changes in children’s self-esteem?</i>	<i>Changes in the children’s ability to process emotions?</i>	<i>Changes in the children’s self-management skills?</i>	<i>Changes in the children’s social participation?</i>
P15	Introduction to Quality Circle Time – 6 staff Therapeutic Storywriting groups – 5 children Treasure Clubs (after school – 4 children) Quality Circle Time (one off modelling – 60 children) Individual Counselling – 1 child	It has been a part of our ethos, not any different, or creating change.	Improved, more able to reflect. PO	For some, yes. PO		
P16 Spring 2005 to Summer 2006	Training in Therapeutic Storywriting (external course – 1 staff) Therapeutic Storywriting groups – Year 6 and 7 Treasure Clubs (during school – Year 6) Drama Work – Year 8 class and Year 10 class	No.	Some of the younger children felt they could ask questions in the smaller group. PO	Very slight, again it was the younger children.	No.	Participation increased by the younger students but decreased by the older students. PO
P17 Autumn 2005 to Summer 2008	INSET with PATH (organisational developmental tool) – all staff INSET training in Quality Circle Time – 19 staff Twilight training in Sanctions and Rewards (Quality Circle Time) – 11 staff Twilight training in Using Puppets (Quality Circle Time) – 12 staff Solution Focused Approaches training of SENCO (‘sitting by Sally’ method) – 1 staff Therapeutic Storywriting Training (external course – 1 staff) Therapeutic Storywriting groups – 6 children Treasuring Ourselves small groups (solution focused model) – 6 children Quality Circle Time – 26 children Treasure Art Club (during school) – 10 children Individual Counselling – 3 children	Very calm. Less disruption because of behavioural issues. PO	Confident. Not afraid to talk to adults. PO	Much improved and children are able to vocalise their emotions. PO	Again much improved but work stills needs to be done on choice of friends. PO	Friendship groups and support networks are in place. PO

School Code & Time Period	‘Treasure Project’ Activities within school	<i>Changes in the school environment or general ethos?</i>	<i>Changes in children’s self-esteem?</i>	<i>Changes in the children’s ability to process emotions?</i>	<i>Changes in the children’s self-management skills?</i>	<i>Changes in the children’s social participation?</i>
P18	Zippy’s Friends KS1 PHSE Programme (external training course – 2 staff) Solution Focused Approaches training of teaching assistant (‘sitting by Sally’ method) – 1 staff Treasuring Ourselves small groups (solution focused model) – 8 children	It has been part of the change in the general ethos, thought the new PSHE programme as a whole has been a large part of that.	Children involved in ‘Treasuring Ourselves’ have definitely had a boost to their self-esteem – some short-term and some longer-term. PO	Again, the children involved have learnt how to express themselves better, and talk openly about their feelings. PO	Learning to set themselves their own targets has helped them with the understanding of why the teacher sets them targets PO	Improvement in self-confidence has led to better relationships with peers for those children involved in the programme. PO
P19	INSET with PATH (organisational development tool) – 18 staff Training in Zippy’s Friends KS1 PHSE Programme – 2 staff Happier Playtimes Project – 2 staff Training in Therapeutic Storywriting (external course – 5 staff) Lunchtime supervisors training (INSET – 2 staff) Therapeutic Storywriting groups – 16 children Individual counselling – 2 children	Quiet and shaded areas provided for conversation/quiet play. PO	Already very good.	With key children who had profound problems e.g. one boy learnt how to manage his anger more successfully by considering pathways of acceptable/unacceptable behaviour. PO	Better organisation – through experiences such as mind-mapping. Very successful at the transition point KS2 > KS3. PO	Already very good, but improvements noted in playground social behaviour for one child. PO
P20 Spring 2005 to 2008	Zippy’s Friends KS1 PHSE Programme (external training course) – 2 staff INSET Whole School in Quality Circle Time INSET with PATH (organisational development tool) – 26 staff Training in Therapeutic Storywriting (external course – 2 staff) Lunchtime Supervisors training – 7 staff Active Listening training – 11 staff Presentation to governors – 8 staff Treasure Clubs (during school) – 55 children Quality Circle Time – 27 children Individual Counselling – 3	N/A	Raised. PO	Provided with strategies to do so. Have language to express themselves and emotions. PO	Definite changes whilst they were engaged in work with XXXX, but not always sustained when their sessions were finished. PO	More engaged. More positive relationships (but see other columns!!) Some children with ongoing challenging family circumstances needed sustained support over long periods. PO

School Code & Time Period	‘Treasure Project’ Activities within school	<i>Changes in the school environment or general ethos?</i>	<i>Changes in children’s self-esteem?</i>	<i>Changes in the children’s ability to process emotions?</i>	<i>Changes in the children’s self-management skills?</i>	<i>Changes in the children’s social participation?</i>
P21 Summer 2005 to Summer 2007	Lunchtime supervisors training course (INSET) – 2 staff Training in Solution Focused Approaches (INSET) – 20 staff Zippy’s Friends KS1 PHSE Training Programme (external course) – 2 staff Transition work – 6 children		√ PO	√ PO	√ PO	√ PO
P22 Summer 2007	Whole school INSET in Quality Circle Time – 12 staff Quality Circle Time (Open INSET) - KS1 children	It has been a good method of supporting our school ethos, rules and policies. PO	Children can express their needs and wants. PO	We have developed the process of allowing more thinking time. PO		We feel we are listening more closely to the children. PO
P23 Summer 2007	Treasuring Ourselves small groups (solution focused model) – 4 children	Focus children are now much calmer. They approach ‘problems/issues’ with a more balanced approach – rather than ‘flying off the handle’. PO	Children say they feel better about themselves and are happier to deal with situations. PO	Children appear to be more able to process emotions. Need further evidence with time. PO	Much more able to manage emotions for most of the group. PO	Improved for majority – need to continue with 2 of the group. PO
P24 Spring 2005	Whole school INSET in Quality Circle Time - All staff	We have a very good Eco School Committee who value the school grounds and recycle as much material as they can.	Staff shared that the project did build self esteem within those children who they named. PO	This has been a good basis for Building Learning Power, children are more able to use the relevant words to describe their emotions. PO	This is still an area that is being worked on.	We have used Peer Mediation as a powerful tool for conflict resolution. PO
P25	Treasuring Ourselves small groups (solution focused model) – 8 children	Tied in well with the ethos, PSHE in school. Made me consider further things that could be done in the future. PO	7/8 children’s self esteem was increased by the sessions. PO	The changes were small but noticeable. PO		Helped several children socialise better with their peers. PO
P26 Spring 2008	Whole school INSET training in Quality Circle Time – 19 staff Quality Circle Time (Open INSET) – Year 2 class and Year 4 class	Starting to develop the language to talk about emotions. PO	For some younger children improved confidence. PO		Turn taking, listening to others. PO	

Appendix XI:

Head Teacher Questionnaire –

Responses from Non-Project Schools for Question 4

Question 4: ‘What has been (if any) the impact of the ‘Treasure Project’ on the emotional wellbeing of children in your school in the following areas:’

Key: PO = ‘strong enough’ evidence of Positive Outcome

School Code & Time Period	‘Treasure Project’ Activities within school	<i>Changes in the school environment or general ethos?</i>	<i>Changes in children’s self-esteem?</i>	<i>Changes in the children’s ability to process emotions?</i>	<i>Changes in the children’s self-management skills?</i>	<i>Changes in the children’s social participation?</i>
NP1-Z1 Autumn 2007	Zippy’s Friends KS1 PHSE Programme (training)	(completed by class teacher) Zippy gave the children many strategies for making and restoring friendships, which the children used well. PO	(completed by class teacher) A lot of the children have grown in confidence enabling them to talk fluently to the whole group. Zippy’s rules really helped with this. PO	(completed by class teacher) Talking first about the actual emotion and then role playing how to deal with this emotion helped the children significantly. PO	(completed by class teacher) No.	(completed by class teacher) Zippy fed into the school rules well.
P2 – Z2 Autumn 2006	Zippy’s Friends KS1 PHSE Programme (training)			Children have more language to talk about emotions. PO	Some improvements in playtime ‘incidents’. PO	
NP3 - Z3 Autumn 2007	Zippy’s Friends KS1 PHSE Programme (training)	We chose Zippy’s Friends because it supports our school ethos and current behaviour strategies. It hasn’t changed this, although as practitioners we feel validated by the training.				
NP4-Z4 Autumn 2007	Zippy’s Friends KS1 PHSE Programme (training)	Encouraged the children to think about their behaviour and how it would affect others. PO	The children became more confident and joining in with the activities as time progressed and looked forward to the sessions. PO	It gave the children a greater understanding of emotions and how to express what they were feeling. PO	Tried to solve problems for themselves at times before seeking out an adult. PO	Encouraged children to think about others and how they might be feeling. More willing to approach children who were on their own. PO
NP5-Z5	Zippy’s Friends KS1 PHSE Programme (training)	Much more supportive and considerate of each other. PO	Children more confident to give own views. PO	More prepared to talk. PO	-	Reference things that happen on playground to Zippy. PO
NP6-Z6	Zippy’s Friends KS1 PHSE Programme (training)			Children will identify an emotion when had an ‘incident’. PO	Children still need support from teacher and prompts on the wall.	2006-07 had a more visible impact with certain individuals. PO

School Code & Time Period	‘Treasure Project’ Activities within school	Changes in the school environment or general ethos?	Changes in children’s self-esteem?	Changes in the children’s ability to process emotions?	Changes in the children’s self-management skills?	Changes in the children’s social participation?
NP7-Z7	Zippy’s Friends KS1 PHSE Programme (training)	‘Treasure Project’ messages have complimented school ethos.	Children have clear strategies taught and feel more confident about their own wellbeing. PO	All children have become more able to manage their emotions. PO	Discussions and conversations are now instigated by the children. PO	Many children have become more able to socialise – using strategies taught. PO
NP8-Z8	Zippy’s Friends KS1 PHSE Programme (training)	It has helped with children’s view on friendship. PO	This has increased and children are more positive. PO	They have been able to label and talk about them. PO	Not sure as not the class teacher delivering it.	Enhanced the ‘caring’ side of school. PO
NP9-SF1	Training in Solution Focused Approaches (INSET training) Treasuring Ourselves groups (solution focused model)		√ PO			√ PO
NP10-SF2	Solution Focused Approaches (external training)				Children have used the approach to identify targets, for themselves, and monitor their own progress. They have targeted both academic and social skills. PO	
NP11-SF3	Training in Solution Focused Approaches (‘sitting by Sally’ training) Treasuring Ourselves groups (solution focused model)	None.	Some of the children involved have certainly benefited from raising their self-esteem. PO	Some of the children find it easier to discuss their emotions with staff members. PO	None.	Some of the children have made new friends and are not getting into trouble at playtimes. PO
NP12-SF4	Solution Focused Approaches (external training)	None, I feel the project wasn’t running for long enough.	Some pupils involved appeared more outwardly confident, they requested to complete the project for a second time. PO	Worked initially, however because they are secondary children and see lots of different teachers they were not ‘reminded’ about solution focus frequently enough to retain the skills they had developed.	See above.	The first group was particularly successful as it involved pupils from the same tutor group. They seemed to become socially more accepting; however as the group members changed so did this. PO
NP13-SF5	Solution Focused Approaches (external training)					

School Code & Time Period	‘Treasure Project’ Activities within school	Changes in the school environment or general ethos?	Changes in children’s self-esteem?	Changes in the children’s ability to process emotions?	Changes in the children’s self-management skills?	Changes in the children’s social participation?
NP14-TSW1	Training in Therapeutic Storywriting (external course)	Increased confidence and has improved attitudes. PO	Self esteem greatly improved – very proud of work and keen to share ideas. PO	‘Recognition’ of different reactions to varied emotions – recognising own behaviour issues. PO	Ability to say “I’m feeling...” (Feelings ladder) PO	10 week TSW group – social participation greatly improved – confidence grown enabling children to ‘discuss’ their group with others and feel proud of themselves/their achievements. Also forged friendships outside of group meetings. PO
NP15-TSW2	Training in Therapeutic Storywriting (external course)	Strong positive ethos prevailed prior to involvement and continues.	Of the target children self-esteem and understanding of self-worth has been in raised in 3 out of 4 with the 4 th child having stronger confidence generally. PO	Evidence of ability to discuss issues close to him in one of target children. PO	Again very noticeable in one particular child. PO	Has enhanced work already in progress.
NP16-TSW3	Therapeutic Storywriting groups	None.	Improved the other 3 children’s attitude to writing. PO	Not applicable.	Not applicable.	Improved the other 3 children’s social awareness in small group work and self-esteem. PO
NP17-TSW4	Therapeutic Storywriting Training (external course)			What little we did was leading to this point.		
NP18-TSW5	Therapeutic Storywriting groups	Quiet room has been tidied up! Reinforcement of the needs of children rather than concentrating on negative behaviour. PO	Dyspraxic/ASD child keen to write and produced some great stories. EBD child relished 1 to 1 and no longer cries during writing lessons! PO	Not evident yet. I think Y2 may be a little young to fully develop this through writing – more talk for writing may be a better approach.	Not applicable.	Not really.
NP19-TSW6	Therapeutic Storywriting groups		All 4 children who participated say that they really enjoyed the group, were sad when it finished and that they feel more confident when storywriting in class. PO		The main child in the group experiencing anger management problems does seem to be coping and actually enjoying his peers more. PO	

Appendix XII: Head Teacher Questionnaire – Responses from Project Schools for Question 5

Question 5: ‘What is your general impression of the impact of the ‘Treasure Project’ on families in your school community in terms of:

Key: PO = ‘strong enough’ evidence of Positive Outcome

School Code & Time Period	‘Treasure Project’ Activities within school	<i>Understanding children’s emotional needs?</i>	<i>Parenting skills?</i>	<i>Attitude towards school?</i>
P1 Autumn 2007 to Spring 2008	Quality Circle Time (introduction to – 7 staff) Treasure Clubs (8 children during lunch) Quality Circle Time (for Healthy Living Week – 4 classes/120 children)	Although parents were informed and invited there has been little interaction. PO	A parent showed an interest in the activities – her child was in the ‘Treasure Project’ group. PO	
P2 Spring 2005 to Summer 2006	Peer Mediation training (INSET to 10 staff) Therapeutic Storywriting groups (18 children) Drama Work (Year 6) Teddy Bear’s Picnic (Year 1)	Good with respect to the circle time and parents’ perception of how children’s needs are met. PO	Don’t know.	From a recent OFSTED questionnaire to parents, a major overall positive view linked to the care and support we give to children.
P3 Spring 2005 to Autumn 2006	Quality Circle Time (whole school INSET – 29 staff) Zippy’s Friends KS1 PHSE Programme (training – 2 staff) Therapeutic Storywriting (external course – 2 staff) Lunchtime supervisors (training INSET – 2 staff) Therapeutic Storywriting groups (6 children) Treasure Clubs (30 children) Quality Circle Time (<i>one off modelling-120 children</i>) Drama work around transition (30 children) Motorskills session (30 children) Zippy’s Friends (modelling- 30 children)	HUGE! Whole school ethos of valuing circle times and promoting SEAL activities programme. Regular input always valued highly – whole school training highly successful. PO	NOW more of a need due to changing demographic area around school over the last 2 years.	
P4 Summer 2006 to Autumn 2007	Quality Circle Time (whole school INSET -23 staff) PATH (Whole School Organisational development tool – 23 staff) Happier Playtimes Project (included PATH – 14 staff)	n/a	n/a	
P5 Spring and Summer 2007	Solution Focused Approaches Training (external course – 1 staff) Treasure Clubs (after school Art Club – 10 children) Treasure Clubs (during school) with 6 Year 1 children	Families were not closely involved although families of vulnerable children have open relationships with school in the main.		

School Code & Time Period	'Treasure Project' Activities within school	<i>Understanding children's emotional needs?</i>	<i>Parenting skills?</i>	<i>Attitude towards school?</i>
P6 2005 to 2008	Training in Zippy's Friends KS1 PHSE Programme – 2 staff Training in Solution Focused Approaches (external course – 1 staff) Training in Therapeutic Storywriting (external course – 2 staff) Treasuring Ourselves small groups (solution focused model -24 children) Treasure Clubs (after school Art Club – 10 children) Quality Circle Time (one session only – Year 3 children)	Very limited impact – if family has a child who needs this support they are often oblivious or the cause of the problem.	Needs to be addressed urgently – part of extended schools? Workshops?	Supportive generally.
P7 Summer 2006 to Spring 2008	Training in Zippy's Friends KS1 PHSE Programme – 2 staff Training in Solution Focused Approaches (external course – 2 staff) Training in Therapeutic Storywriting (external course – 2 staff) Treasuring Ourselves small groups (solution focused model – 24 children) Treasure Clubs (after school Art Club – 10 children) Quality Circle Time (one session only – Year 3)	I think staff have a better understanding.	More work required.	Individuals are positive. PO
P8 Autumn 2007 to Summer 2008	Quality Circle Time – 20 staff Group work with Zippy's Friends as basis – 4 children Individual counselling – 1 child Treasuring Ourselves small groups (solution focused model – 12 children) Treasure Clubs (during school – 4 children)			
P9	Treasuring Ourselves small groups (solution focused model – 8 children)	Parents become more aware of their children's emotional needs. PO	Unsure.	More positive for proactive role with their children. PO
P10 Autumn 2005 to 2008	Training in Zippy's Friends KS1 PHSE Programme – 4 staff Solution Focused Approaches (external training – 2 staff) Therapeutic Storywriting groups – 6 children Treasuring Ourselves small groups (solution focused model – 16 children)	Beginning to have more honest dialogue with parents. PO	Too early to say in most cases but with a few parents skills have changed for the better. PO	
P11	Training in Solution Focused Approaches (INSET training – 2 staff) Therapeutic Storywriting Training (external training – 1 staff) Treasuring Ourselves small groups (solution focused model – 4 groups in Years 7 and 8)	We have involved parents only when Pastoral Support Programmes have been set up and these are always set as possible ways forward working to reengage pupils.	In getting themselves targets that are positive. Parents do value a positive approach but the effect I fear is minimal or parenting skills at the secondary level – mainly because most (90%) of the target groups are boys living with single parents with little or no contact with father.	

School Code & Time Period	‘Treasure Project’ Activities within school	<i>Understanding children’s emotional needs?</i>	<i>Parenting skills?</i>	<i>Attitude towards school?</i>
P12 Winter 2004 to 2008	Whole school in Quality Circle Time INSET with PATH (organisational development tool – 12 staff) Training in Zippy’s Friends KS1 PHSE Programme – 11 staff Happier Playtimes Project – 8 staff (including parents) Training in Therapeutic Storywriting (external course – several staff) Listening Mentor training (regular support sessions – 2 staff) Lunchtime supervisors training (INSET – 2 staff) Therapeutic Storywriting groups – several children Treasuring Ourselves small groups (solution focused model -19 children) Quality Circle Time – Year 2 and Year 5 Drama work – Year 5 Transition work – Year 6 Family counselling – 4 families Teddy Bear’s Picnic – Year 1	n/a	Improved understanding of the importance of play. PO	More involvement and awareness of partnership. PO
P13 Spring and Summer 2007	Training in Solution Focused Approaches (‘sitting by Sally’ training – 1 staff) Treasuring Ourselves small groups (solution focused model-8 children)	For the one pupil it had a large impact on the parents’ approach to their child. PO		Very supportive. PO
P14 Autumn 2006 to Spring 2007	PATH (Organisational developmental tool) as part of Happier Playtimes planning – 10 staff Happier Playtimes project - 10 staff Happier Playtimes project – 60 children	The parents involved appreciated that having happy playtimes resulted in children being more engaged in the teaching and learning in lessons. PO		Most parents have a positive attitude to school and appreciate all attempts by school to improve their children’s lives. PO
P15	Introduction to Quality Circle Time – 6 staff Therapeutic Storywriting groups – 5 children Treasure Clubs (after school – 4 children) Quality Circle Time (<i>one off modelling</i> – 60 children) Individual Counselling – 1 child	It has been a part of our ethos, not any different, or creating change.	Improved, more able to reflect. PO	For some, yes. PO
P16 Spring 2005 to Summer 2006	Training in Therapeutic Storywriting (external course – 1 staff) Therapeutic Storywriting groups – Year 6 and 7 Treasure Clubs (during school – Year 6) Drama Work – Year 8 class and Year 10 class			

School Code & Time Period	‘Treasure Project’ Activities within school	<i>Understanding children’s emotional needs?</i>	<i>Parenting skills?</i>	<i>Attitude towards school?</i>
P17 Autumn 2005 to Summer 2008	INSET with PATH (organisational developmental tool) – all staff INSET training in Quality Circle Time – 19 staff Twilight training in Sanctions and Rewards (Quality Circle Time) – 11 staff Twilight training in Using Puppets (Quality Circle Time) – 12 staff Solution Focused Approaches training of SENCO (‘sitting by Sally’ method) – 1 staff Therapeutic Storywriting Training (external course – 1 staff) Therapeutic Storywriting groups – 6 children Treasuring Ourselves small groups (solution focused model) – 6 children Quality Circle Time – 26 children Treasure Art Club (during school) – 10 children Individual Counselling – 3 children			
P18	Zippy’s Friends KS1 PHSE Programme (external training course – 2 staff) Solution Focused Approaches training of teaching assistant (‘sitting by Sally’ method) – 1 staff Treasuring Ourselves small groups (solution focused model) – 8 children			
P19	INSET with PATH (organisational development tool) – 18 staff Training in Zippy’s Friends KS1 PHSE Programme – 2 staff Happier Playtimes Project – 2 staff Training in Therapeutic Storywriting (external course – 5 staff) Lunchtime supervisors training (INSET – 2 staff) Therapeutic Storywriting groups – 16 children Individual counselling – 2 children	Positive in directing parents thoughts to memories and feelings of childhood e.g. Happier Playtimes Project PO	.	Positive in encouraging 2 key children to become more self-reliant. PO
P20 Spring 2005 to 2008	Zippy’s Friends KS1 PHSE Programme (external training course) – 2 staff INSET Whole School in Quality Circle Time INSET with PATH (organisational developmental tool) – 26 staff Training in Therapeutic Storywriting (external course – 2 staff) Lunchtime Supervisors training – 7 staff Active Listening training – 11 staff Presentation to governors – 8 staff Treasure Clubs (during school) – 55 children Quality Circle Time – 27 children Individual Counselling – 3	Parents & carers have been delighted that their children have been supported by the ‘Treasure Project’, but the impact on families is difficult to assess. The families of the children supported often have very complex needs, which ‘Treasure Project’ could not solely address. PO		

School Code & Time Period	‘Treasure Project’ Activities within school	<i>Understanding children’s emotional needs?</i>	<i>Parenting skills?</i>	<i>Attitude towards school?</i>
P21 Summer 2005 to Summer 2007	Lunchtime supervisors training course (INSET) – 2 staff Training in Solution Focused Approaches (INSET) – 20 staff Zippy’s Friends KS1 PHSE Training Programme (external course) – 2 staff Transition work – 6 children			
P22 Summer 2007	Whole school INSET in Quality Circle Time – 12 staff Quality Circle Time (Open INSET) - KS1 children	n/a	n/a	n/a
P23 Summer 2007	Treasuring Ourselves small groups (solution focused model) – 4 children	It has made some impact in each area but there is still significant work to be done with families. This is something we aim to develop next term. PO		
P24 Spring 2005	Whole school INSET in Quality Circle Time - All staff	Staff and children are more aware of these needs and linked to SEAL.	I am not sure of the impact in this area.	On the whole children have a very positive attitude to coming to school.
P25	Treasuring Ourselves small groups (solution focused model) – 8 children	Some but I don’t think the parents really realise the full extent of their children’s emotional needs as they have needs themselves.	None.	Saw school as helping children deal with anxieties.
P26 Spring 2008	Whole school INSET training in Quality Circle Time – 19 staff Quality Circle Time (Open INSET) – Year 2 class and Year 4 class	Far too early to tell.		

Appendix XIII: Head Teacher Questionnaire – Responses from Non-Project Schools for Question 5

Question 5; ‘What is your general impression of the impact of the ‘Treasure Project’ on families in your school community in terms of:

Key: PO = ‘strong enough’ evidence of Positive Outcome

School Code & Time Period	‘Treasure Project’ Activities within school	<i>Understanding children’s emotional needs?</i>	<i>Parenting skills?</i>	<i>Attitude towards school?</i>
NP1-Z1 Autumn 2007	Zippy’s Friends KS1 PHSE Programme (training)			Not affected by Zippy’s activities. Families are generally very supportive of these activities due to our well established school procedures regarding children’s needs.
NP2 – Z2 Autumn 2006	Zippy’s Friends KS1 PHSE Programme (training)			
NP3 – Z3 Autumn 2007	Zippy’s Friends KS1 PHSE Programme (training)	No discernible impact.	No discernible impact.	No discernible impact.
NP4- Z4 Autumn 2007	Zippy’s Friends KS1 PHSE Programme (training)	Some children shared what they were doing with their parents but we didn’t have a big meeting. Parents of children with social and emotional problems were aware through discussions with the class teachers.		
NP5-Z5 Autumn 2006	Zippy’s Friends KS1 PHSE Programme (training)	Little.	None.	None.
NP6-Z6 Autumn 2006-2008	Zippy’s Friends KS1 PHSE Programme (training)			
NP7-Z7 Autumn 2006-2008	Zippy’s Friends KS1 PHSE Programme (training)	Very positive. PO	Supportive. PO	Positive. PO
NP8-Z8 Autumn 2006-2007	Zippy’s Friends KS1 PHSE Programme (training)	Sorry can’t comment on this as not linked with the teacher in that KS.		
NP9-Z9 Autumn 2005	Training in Solution Focused Approaches (INSET training) Treasuring Ourselves groups (solution focused model)	√ PO		√ PO

School Code & Time Period	‘Treasure Project’ Activities within school	<i>Understanding children’s emotional needs?</i>	<i>Parenting skills?</i>	<i>Attitude towards school?</i>
NP10-SF2	Solution Focused Approaches (external training)			
NP11-SF3	Training in Solution Focused Approaches (‘sitting by Sally’ training) Treasuring Ourselves groups (solution focused model)	We have not found an impact here.		
NP12-SF4	Solution Focused Approaches (external training)	Not applicable. (Parents were given a letter advising them of the project but not invited to attend.)	Not applicable.	Not applicable.
NP13-SF5	Solution Focused Approaches (external training)			
NP14-TSW1	Training in Therapeutic Storywriting (external course)	Parents have been interested and commented positively on their children’s enthusiasm for group. ‘Awareness’ of children’s feelings and emotions increased. PO		
NP15-TSW2	Training in Therapeutic Storywriting (external course)	Reports from parents of target children are positive. PO	Not measurable as yet.	Positive attitudes prevailed prior to involvement.
NP16-TSW3	Therapeutic Storywriting groups	Not applicable.	Not applicable.	Not applicable.
NP17-TSW4	Training in Therapeutic Storywriting (external course)			None.
NP18-TSW5	Training in Therapeutic Storywriting (external course)	No.	No.	No. TSW focused mainly on children with minimal parent contact.
NP19 – TSW6	Therapeutic Storywriting groups	1 family discussed direct participation in an IEP Review. Helped to highlight needs and help parents feel that they were receiving support in understanding child’s emotional needs. PO	May have had unseen impact.	Working as a partnership.

Appendix XIV:

Head Teacher Questionnaire – Responses from Project and Non-Project Schools for Question 6

Question 6: ‘What is your general impression of the ‘Treasure Project’ on the school staff’s capacity to promote emotional wellbeing of children within the school environment as a result of:

(interventions were then listed for rating on the scale below)

Activity or Training	Has had general impact on school	Can sustain this approach by themselves	Are using this approach by themselves	Has had no impact on staff
Quality Circle Time Training	P3 (those staff trained – many changes have taken place –needs to be ongoing every few years), P4, P12, P22, P26	P1, P7(staff changes impact on this), P26	P17, P22, P26 (some staff)	
Solution Focused Approaches Training	P11, P22	P7, P12, P17	P5, P6, P9, P25 NP9-SF1	P13
Zippy’s Friends Training	P10 NP7-Z7	P3, P7, P12, P20, P22 NP1-Z1, NP3-Z3, NP4-Z4, NP6-Z6 (sometimes)	P6, P18 NP1-Z1, NP5-Z5 (Y1/2 used well. Y1 have not had same success)	
PATH session	P12, P19, P20	P4, P17		
TSW training	P17	P12, P19, P20 NP18-TSW5	P3 NP8-Z8, NP15-TSW2, NP18-TSW5	P6, P7, P11, P16 NP17-TSW4,
Happier Playtimes Project	P4, P12	P14, P19,		
Lunchtime Supervisors’ Training		P12		
Listening Mentor Training		P12		
Peer Mediation Training	P2			

Appendix XV: Realistic Interview Question Framework for Area Project Coordinators

Realistic Interview of Area Project Coordinator

Interviewee: Area Project Coordinator **XXX** Date of interview: **XXX**

Interviewer: Deborah Shepherd

Before the realistic interview is conducted the interviewer should thank the interviewee for taking part in the follow up interview to the questionnaire. She should assure them that they would remain completely anonymous and that no records of the interview would be kept with their name on and that neither the school, nor themselves would be identifiable. She should explain that the data from the interviews would be kept in a password protected computer file. She should explain that the purpose of the interview is to talk about the Area Project Coordinator's ideas or theories about the effectiveness and/or successfulness of:

- 1) the 'Treasure Project' in general
- 2) the role of the Area Project Coordinator in general
- 3) their own partnership work with schools.

Having explained all of the above the researcher should check again that the Area Project Coordinator was happy to proceed with the interview.

The returned & completed Project School Head Teacher Questionnaires should be available to help with choosing 'successful' and 'effective' schools.

The Programme Theory for each set of questions should also be available to be shown at the beginning of each section.

REALISTIC INTERVIEW 1

Can you pick 2 schools that you would say were examples of schools which were successful in enhancing children's mental health and emotional wellbeing?

Can you pick also 2 schools that you would say were examples of effective partnership work with schools?

Schools picked:

Before the interviewing began for this section Programme Theory 1 was shared with the Area Project Coordinator, along with relevant collated results from the Head Teacher Questionnaire.

Programme Theory 1

‘A project which is successful in promoting mental health and emotional wellbeing of children is long term, school-based, multi-faceted, multi-levelled and works at changing the institution and environment as well as individuals so that those elements such as organic factors, stress and exploitation are decreased and children’s coping skills, self-esteem and social supports are increased.’

	Questions	Significance for evaluator
Interviewer	Is there anything about this theory which makes sense to you as you think about the ‘Treasure Project’ as a whole?	
APC		
Interviewer	What do you think it was about the ‘Treasure Project’ that enhanced children’s mental health and emotional wellbeing in the school setting?	
APC		
Interviewer	What would you view as some of the key contexts that led to successful work with schools?	
APC		
Interviewer	What would you view as some of the key mechanisms that led to successful work with schools?	
APC		
Interviewer	What do you think were the key influences that helped the project to develop in the way it did? Looking back, with your accumulated knowledge, what might you have changed? How would that fit with the theory?	
APC		

Before the interviewing began for this section Programme Theory 2 was shared with the Area Project Coordinator, along with relevant collated results from the Head Teacher Questionnaire.

Programme Theory 2

‘Effective partnership work in the area of promoting mental health and emotional wellbeing of children gives staff clear advice, guidance and support, increases their knowledge about childhood disturbance, is able to provide local, contextual knowledge, is able to offer good continuity of care and accessibility and to act as a trusted link between home and school.’

	Dialogue (almost verbatim)	Significance for evaluator
Interviewer	Is there anything about this theory which makes sense to you as you think about your own partnership with schools as Area Project Coordinator?	
APC		
Interviewer	What do you think it was about your way of operating with schools that led to the successful enhancement of children’s mental health and emotional wellbeing in the school setting?	
APC		
Interviewer	How would does the theory relate to your own role with schools? How would you adjust it?	
APC		
Interviewer	How did your support to schools change and vary over time as you gained experience working with schools in this way? What helped to shape your evolving experience? How might this relate to the theory?	
APC		
Interviewer	Interviewer talked about the Programme Theory 2 and suggested that it seemed more an expertise model and perhaps this might have been more appropriate to the ‘medical model’ view of mental health and emotional wellbeing promotion.	
APC		
Interviewer	What would you view as some of the key context or mechanisms that led to effective partnership work with schools? Was the partnership necessary for the successful enhancement of children’s mental health and emotional wellbeing?	
APC		
Interviewer	Were there any school factors or other context factors that influenced the success of your support to the school? How might this relate to the theory?	
APC		

Before the interviewing began for this section Programme Theory 3 was shared with the Area Project Coordinator, along with relevant collated results from the Head Teacher Questionnaire.

Programme 3

‘School staff and/or volunteers supporting vulnerable children are better able to positively impact on their socio-emotional health if they have participated in training, received supervision and have followed through consistently with the approach they have been trained in when working with children over a period of time.’

	Dialogue (almost verbatim)	Significance for evaluator
Interviewer	Is there anything about this theory which makes sense to you as you think about your work training adults in schools as Area Project Coordinator?	
APC		
Interviewer	What do you think it was that led to the building capacity in schools and the successful enhancement of children’s mental health and emotional wellbeing in the school setting? What was it about your role that supported this?	
APC		
Interviewer	What do you think it was about the training model that led to the building capacity in schools and the successful enhancement of children’s mental health and emotional wellbeing in the school setting?	
APC1		
Interviewer	What do you think it was about your own way of delivering training that led to the building capacity in schools and the successful enhancement of children’s mental health and emotional wellbeing in the school setting?	
APC1		
Interviewer	How did your training model change and vary over time as you gained experience working with school staff in this way?	
APC1		
Interviewer	What would you view as some of the key mechanisms that led to effective training of staff?	
APC1		
Interviewer	Were there any school factors or other context factors that influenced the success of capacity building through training of staff? Was the ongoing partnership necessary for the successful continuing of support to vulnerable children?	
APC1		

Before the interviewing began for this section Programme Theory 4 was shared with the Area Project Coordinator, along with relevant collated results from the Head Teacher Questionnaire.

Programme Theory 4

‘Vulnerable children’s mental health and emotional wellbeing is enhanced through the participation in evidence-based interventions delivered by trained adults.’

	Dialogue (almost verbatim)	Significance for evaluator
Interviewer	Is there anything about this theory which makes sense to you as you think about your work delivering intervention in schools as Area Project Coordinator?	
APC1		
Interviewer	What do you think it was about the group work or approach that led to the building capacity in schools and the successful enhancement of children’s mental health and emotional wellbeing in the school setting?	
APC1		
Interviewer	Can you think of any that was specific to your own way of working with groups?	
APC1		
Interviewer	What do you think it was about your own way of facilitating groups that led to the successful enhancement of children’s mental health and emotional wellbeing in the school setting?	
APC1		
Interviewer	How did your facilitation of groups change and vary over time as you gained experience working with children in this way? What helped to shape your evolving experience? How might this relate to the success of the project?	
APC1		
Interviewer	Were there any school factors or other context factors that influenced the success of the group work that you haven’t already mentioned?	
APC1		

Appendix XVI: Realistic Interview Question Framework for Head Teachers

Realistic Interview of Head Teacher

Name: Head Teacher XXXX Date of interview: XXXX

Interviewer: Deborah Shepherd

Before the realistic interview is conducted the interviewer should thank the interviewee for taking part in the follow up interview to the questionnaire. She should assure them that they would remain completely anonymous and that no records of the interview would be kept with their name on and that neither the school, nor themselves would be identifiable. She should explain that the data from the interviews would be kept in a password protected computer file.

The interviewer should explain that the purpose of the interview is to think about the trained staff member's ideas or theories about the effectiveness and successfulness of:

- 1) the 'Treasure Project' in general
- 2) capacity building to meet children's mental health and emotional needs in school
- 3) the role of the Area Project Coordinator

An overview of Realistic Evaluation should be given and the interviewer should explain that she is seeking to find out about Contexts and Mechanisms that may have led to the successful outcomes in their school. It should be explained that the Area Project Coordinator (APC) had picked their school as a successful school for the 'Treasure Project'.

The head teacher should be given the completed Head Teacher Questionnaire with the list of 'Treasure Project's activities that had taken place in the school. They should also given a copy of the Programme Specification with the 4 Programme Theories and be informed that these theories would be shared with them before each section of the realistic interview.

Before the interviewing began for this section Programme Theory 1 was shared with the head teacher.

Programme Theory 1

'A project which is successful in promoting mental health and emotional wellbeing of children is long term, school-based,

multi-faceted, multi-levelled and works at changing the institution and environment as well as individuals so that those elements such as organic factors, stress and exploitation are decreased and children's coping skills, self-esteem and social supports are increased.'

	Dialogue (almost verbatim)	Significance for evaluator
Interviewer	Is there anything about this theory which makes sense to you as you think about the 'Treasure Project' as a whole?	
HT		
Interviewer	What do you think it was about the 'Treasure Project' that enhanced children's mental health and emotional wellbeing in your school setting?	
HT		
Interviewer	What would you view as some of the key contexts that led to successful work with schools?	
HT		
Interviewer	What would you view as some of the key mechanisms that led to successful work with schools?	
HT		
Interviewer	What do you think were the key influences that helped the project to develop in the way it did in your school? Looking back, with your accumulated knowledge, what might you have changed? How would that fit with the theory?	
Interviewer	Was the fact that it was initially free a mechanism?	
HT		
Interviewer	Did it build capacity in your school?	

Before the interviewing began for this section Programme Theory 2 was shared with the head teacher.

Programme Theory 2

'Effective partnership work in the area of promoting mental health and emotional wellbeing of children gives staff clear advice, guidance and support, increases their knowledge about childhood disturbance, is able to provide local, contextual knowledge, is able to offer good continuity of care and accessibility and to act as a trusted link between home and school.'

	Dialogue (almost verbatim)	Significance for evaluator
Interviewer	Is there anything about this theory which makes sense to you as you think about your own partnership with the Area Project Coordinator?	
HT		
Interviewer	What do you think it was about the way the Area Project Coordinator worked with your schools that led to the successful enhancement of children's mental health and emotional wellbeing in the school setting?	
HT		
Interviewer	How would does the theory relate to this way of working with your school? How would you adjust it? <i>(Interviewer talked about the Programme Theory 2 and suggested that it seemed more an expertise model and perhaps this might have been more appropriate to the 'medical model' view of mental health and emotional wellbeing promotion.)</i>	
HT		
Interviewer	How did the support to your schools change and vary over time? What are your ideas or theories as to why the changes occurred? Was there anything changing in your school?	
HT		
Interviewer	Was the partnership necessary for the successful enhancement of children's mental health and emotional wellbeing?	
HT		

Before the interviewing began for this section Programme Theory 3 was shared with the head teacher.

Programme 3

'School staff and/or volunteers supporting vulnerable children are better able to positively impact on their socio-emotional health if they have participated in training, received supervision and have followed through consistently with the approach they have been trained in when working with children over a period of time.'

	Dialogue (almost verbatim)	Significance for evaluator
Interviewer	Is there anything about this theory which makes sense to you as you think about the training of staff in your school?	
HT		
Interviewer	What about the supervision bit.....or training over time?	
HT		
Interviewer	What are your theories or ideas about the difference being trained makes to your school's capacity to successfully enhancement of children's mental health	

and emotional wellbeing in the school setting?

HT

Interviewer What was it about your school or your role as head teacher that supported the building of capacity through involvement with the ‘Treasure Project’?

HT

Interviewer How did the training needs of the school vary over time?

HT

Before the interviewing began for this section Programme Theory 4 was shared with the head teacher.

Programme Theory 4

‘Vulnerable children’s mental health and emotional wellbeing is enhanced (O) through the participation in evidence-based interventions (M) delivered by trained adults.’

	Dialogue (almost verbatim)	Significance for evaluator
Interviewer	Is there anything about this theory which makes sense to you?	
HT		
Interviewer	What about those groups taken by staff, not the Area Project Coordinator or other members of the ‘Treasure Project’ team?	
HT		
Interviewer	What do you think it was that led to the successful enhancement of children’s mental health and emotional wellbeing through delivering small group interventions in your school setting?	
HT		
Interviewer	Does this work need to be in a school setting?	
HT		
Interviewer	What was it about your role as head teacher that supported that supported group work taking place in your school?	
HT		
Interviewer	What do you think it was about your school staff’s way of facilitating groups that led to the successful enhancement of children’s mental health and emotional wellbeing in the school setting?	
HT		
Interviewer	Has the group work continued in your school? What it is about your school that has enabled that to happen? Were there any school factors or other context factors that influenced the success of the group work?	
HT		
Interviewer	What would you view as some of the key mechanisms that led to effective support of children through the facilitation of small group work? <i>(Interviewer also wondered if one intervention was more effective than another.)</i>	
HT		

Appendix XVII: Realistic Interview Question Framework for Trained Staff Member

Realistic Interview of Trained Staff Member

Name: Trained Staff **XXX** Date of interview: **XXX**
Interviewer: Deborah Shepherd

Before the realistic interview is conducted the interviewer should thank the interviewee for taking part in the follow up interview to the questionnaire. She should assure them that they would remain completely anonymous and that no records of the interview would be kept with their name on and that neither the school, nor themselves would be identifiable. She should explain that the data from the interviews would be kept in a password protected computer file.

The interviewer should explain that the purpose of the interview is to think about the trained staff member's ideas or theories about the effectiveness and successfulness of:

- 1) the 'Treasure Project' in general
- 2) capacity building to meet children's mental health and emotional needs in school
- 3) the role of the Area Project Coordinator

An overview of Realistic Evaluation should be given and the interviewer should explain that she is seeking to find out about Contexts and Mechanisms that may have led to the successful outcomes in their school. It should be explained that the Area Project Coordinator (APC) had picked their school as a successful school for the 'Treasure Project'.

The trained staff member should be given the completed Head Teacher Questionnaire with the list of 'Treasure Project's activities that had taken place in the school. They should also given a copy of the Programme Specification with the 4 Programme Theories and be informed that these theories would be shared with them before each section of the realistic interview.

Before the interviewing began for this section Programme Theory 1 was shared with the trained staff member:-

Programme Theory 1

'A project which is successful in promoting mental health and emotional wellbeing of children is long term, school-based, multi-faceted, multi-levelled and works at changing the institution and environment as well as individuals so that those

elements such as organic factors, stress and exploitation are decreased and children's coping skills, self-esteem and social supports are increased.'

	Dialogue (almost verbatim)	Significance for evaluator
Interviewer	Is there anything about this theory which makes sense to you as you think about the 'Treasure Project' as a whole?	
TS		
Interviewer	What do you think it was about the 'Treasure Project' that enhanced children's mental health and emotional wellbeing in your school setting? <i>(The interviewer shows the list of activities that took place in the school.)</i>	
TS		
Interviewer	What would you view as some of the key contexts that led to successful work with schools?	
TS		
Interviewer	What would you view as some of the key mechanisms that led to successful work with schools?	
TS		
Interviewer	Looking back, with your accumulated knowledge, what might you have changed? How would that fit with the theory?	
TS		

Before the interviewing began for this section Programme Theory 2 was shared with the trained staff member.

Programme Theory 2

'Effective partnership work in the area of promoting mental health and emotional wellbeing of children gives staff clear advice (M), guidance and support, increases their knowledge about childhood disturbance, is able to provide local, contextual knowledge, is able to offer good continuity of care and accessibility and to act as a trusted link between home and school.'

	Dialogue (almost verbatim)	Significance for evaluator
Interviewer	Is there anything about this theory which makes sense to you as you think about your own partnership with the Area Project Coordinator?	
TS		
Interviewer	What do you think it was about the way the Area Project Coordinator worked with your schools that led to the successful enhancement of children's mental health and emotional wellbeing in the school setting?	
TS		
Interviewer	How did the support to your school or you vary over time? What are your ideas or theories as to why the changes occurred?	
TS		
Interviewer	Was the partnership necessary for the successful enhancement of children's mental health and emotional wellbeing?	
TS		
Interviewer	Were there any school factors or other context factors that influenced the success of your support to the school? How might this relate to the theory?	
TS		
Interviewer	Was there anything different about the 'Treasure Project' than other projects or interventions?	
TS		

Before the interviewing began for this section Programme Theory 3 was shared with the trained staff member.

Programme 3

'School staff and/or volunteers supporting vulnerable children are better able to positively impact on their socio-emotional health if they have participated in training, received supervision and have followed through consistently with the approach they have been trained in when working with children over a period of time.'

	Dialogue (almost verbatim)	Significance for evaluator
Interviewer	Is there anything about this theory which makes sense to you as you think about your own training?	
TS		
Interviewer	What impact did the training have on your own practice?	
TS		
Interviewer	What was it about your school or your head teacher that supported your skills developing through involvement with the 'Treasure Project'?	
TS		
Interviewer	What do you think it was about the way the 'Treasure Project' training model that led to the building your capacity to enhance children's mental health and emotional wellbeing in the school setting?	
TS		
Interviewer	How did your training needs vary over time?	
TS		
Interviewer	What would you view as some of the key mechanisms that led to you being effectively trained?	
TS		

Before the interviewing began for this section Programme Theory 4 was shared with the trained staff member.

Programme Theory 4

'Vulnerable children's mental health and emotional wellbeing is enhanced through the participation in evidence-based interventions delivered by trained adults.'

	Dialogue (almost verbatim)	Significance for evaluator
Interviewer	Is there anything about this theory which makes sense to you as you think about your work delivering interventions in schools as a trained staff member?	
TS		
Interviewer	What do you think it was that led to the successful enhancement of children's mental health and emotional wellbeing through delivering small group interventions in your school setting?	
TS		
Interviewer	What was it about your head teacher that supported group work taking place in your school?	
TS		
Interviewer	What do you think it was about your way of facilitating groups that led to the successful enhancement of children's mental health and emotional wellbeing in the school setting?	
TS		
Interviewer	Are there any key mechanisms that led to a change in your own practice that we haven't mentioned already?	
TS		

Appendix XVIII: Realistic Interview – APC1

Realistic Interview of Area Project Coordinator

Interviewee: Area Project Coordinator 1 Date of interview: 09.04.10
(completed on 16.04.10)

Interviewer: Deborah Shepherd

Before the realistic interview is conducted the interviewer should thank the interviewee for taking part in the follow up interview to the questionnaire. She should assure them that they would remain completely anonymous and that no records of the interview would be kept with their name on and that neither the school, nor themselves would be identifiable. She should explain that the data from the interviews would be kept in a password protected computer file. She should explain that the purpose of the interview is to talk about the Area Project Coordinator's ideas or theories about the effectiveness and/or successfulness of:

- 1) the 'Treasure Project' in general
- 2) the role of the Area Project Coordinator in general
- 3) their own partnership work with schools.

Having explained all of the above the researcher should check again that the Area Project Coordinator was happy to proceed with the interview.

The returned & completed Project School Head Teacher Questionnaires should be available to help with choosing 'successful' and 'effective' schools.

The Programme Theory for each set of questions should also be available to be shown at the beginning of each section.

REALISTIC INTERVIEW 1

Can you pick 2 schools that you would say were examples of schools which were successful in enhancing children's mental health and emotional wellbeing?

Can you pick also 2 schools that you would say were examples of effective partnership work with schools?

You may talk specifically about these schools if you wish while considering the following questions.

Schools picked: Successful: P20 and P3
Effective: P8 and P19

Before the interviewing began for this section Programme Theory 1 was shared with the Area Project Coordinator, along with relevant collated results from the Head Teacher Questionnaire.

Programme Theory 1

'A project which is successful in promoting mental health and emotional wellbeing of children is long term, school-based, multi-faceted, multi-levelled and works at changing the institution and environment as well as individuals so that those elements such as organic factors, stress and exploitation are decreased and children's coping skills, self-esteem and social supports are increased.'

	Dialogue (almost verbatim)	Significance for evaluator
Interviewer	Is there anything about this theory which makes sense to you as you think about the 'Treasure Project' as a whole?	Interviewer is asking for a focus on theory.....and allows time for thought and goes into 'learning mode.' (Pawson & Tilley, 1997 p.177)
APC1	Yes. I suppose that the schools I have picked out have used a range of approaches and haven't just tried to put a sticky plaster over the child. They have bought into a systemic way of working. The things they have chosen to do them with included a cross community groups i.e. not just school staff, but parents, lunch time supervisors, pupils, governors,	Interviewer learned about both the most conducive Context for effective work (school commitment to the project) and Mechanisms i) systematic way of working ii) range of approaches used, iii) cross community

	Dialogue (almost verbatim)	Significance for evaluator
	etc.. They have seen it as an opportunity to develop the skills of their staff through training. The relationship has been long term I am still working with some of them.	awareness raising or iv) opportunity to train staff taken up) and a confirmation that some of the relationships with schools have been long term.
Interviewer	What do you think it was about the ‘Treasure Project’ that enhanced children’s mental health and emotional wellbeing in the school setting?	Interviewer is asking the APC to present her own theories or ideas around the project’s mechanisms and goes into ‘learning mode’.
APC1	My theories are that my way of being and working is underpinned by a Rogation counselling approach (a way of being) and that whenever I have done anything with schools I have stayed within this model i.e. being empathetic, non-judgmental and having positive regard. That’s helped me, anyway, to develop relationships with schools, parents and children. I think the fact that the support from the ‘Treasure Project’ it was initially cost free helped and that it had approaches and interventions that were novel and new to the schools. It also helped that it offered support with what the schools were struggling with at the time and that the support took place in the school environment. I think being there and being part of the school’s team helped i.e. turning up and fronting up each week helped. The fact that it wasn’t an off-the-shelf set of interventions helped – there was an ability to meld stuff together e.g. Happier Playtimes Projects were a combination of Quality Circle Time, PATH and ????. I think was helpful that our team had a range of experiences and skills e.g. a coordinator, teacher and therapist. I liked doing different things to the other Area Project Coordinator. I liked Quality Circle Time, Therapeutic Storywriting, and PATH. It was useful when we had the students. It allowed some flexibility and generated energy which the children really liked. They also had some theory and skills from their psychology courses. They were different to being just a play worker they had training and skills about emotional wellbeing and were knowledgeable about psychology through their studies.	The interviewer learned that the following were key mechanisms: <ul style="list-style-type: none"> i) APCs’ individual skill set and beliefs were a key mechanism to the successful of their work with schools. ii) ‘Treasure Project’ resources were cost free iii) New and novel approaches and interventions iv) Offered support for presented problem v) Support took place within school environment vi) Custom-made project tailored to need of school, but rooted in evidence-based interventions and approaches vii) Range of experiences and skill sets in the team viii) Expertise in different interventions ix) Placement students brought knowledge, energy and flexibility to team
Interviewee	What would you view as some of the key contexts that led to successful work with schools?	Interviewer is asking the APC to present her own theories or ideas around the project’s contexts. The interviewer goes into ‘learning mode’.
APC1	If the head teacher or the SENCO was doing it because they wanted to, if they were fully on board, it made a huge difference and also how emotionally well they were, if they were organised and followed through with what we agreed on and if they bought into the wider approach and were willing to give up INSETs to do that and do more than the ‘tip of the iceberg’ stuff.	The interviewer has learned that the context of the school was key to the ‘Treasure Project’ programme being successful. Effective contexts: <ul style="list-style-type: none"> i) HT and school staff wanted to be involved ii) HT and school staff were ‘emotionally well’

	Dialogue (almost verbatim)	Significance for evaluator
		<p>themselves</p> <p>iii) They were organised</p> <p>iv) Followed through with agreements</p> <p>v) Bought into the wider approach</p> <p>vi) HT willing to give up INSETs to more than the minimum</p>
Interviewer	What would you view as some of the key mechanisms that led to successful work with schools?	Interviewer is asking the APC to present her own theories or ideas around the project's mechanisms. The interviewer goes into 'learning mode'.
APC1	What is the difference?	<p>The APC1 needed the difference between content and mechanism explaining to her and the interviewer went into 'teacher' mode.</p> <p>She repeated the question and waited for the APC1 to think about her theories and went into 'learning mode'.</p>
APC1	Confidence in the skills of the project coordinator was huge – when they were confident they would let you do stuff. What made a huge difference was when 'the sum is greater than the parts' – i.e. if they did 4 things something different was going on than if only a few things were taken up.	<p>The interviewer learned that confidence in the APC was needed before school would give the go ahead for interventions. She learned that some of the key mechanisms were:</p> <p>i) skill of APC in gaining school's confidence</p> <p>ii) if they did more than 4 things there was more than an accumulated effect</p>
Interviewer	What was difference?	The interviewer is trying to tease out the APC ideas and theories as to what was going on in those schools where multi-levelled, multi-faceted work was going on. The interviewer goes into 'learning mode'.
APC1	The 'A-ha moment' - the more they worked with it, the more they realised that they did not have to send the child to CAMHS. Initially they felt the problem was within the child or class, but after time the conversations in the classroom, corridor, etc. began to change and there was an increased awareness.	The interviewer has learned that there was a 'tipping point' with school-based work when there is a shift in understanding of mental health/emotional wellbeing promotion from 'within person' to a more ecological stance. This seems to go along with a school's confidence at dealing with presented behavioural/emotional issues rather than turning to external CAMHS professionals.

	Dialogue (almost verbatim)	Significance for evaluator
Interviewer	Of what was there an increased awareness?	The interviewer is seeking to confirm the theory presented by the APC. The interviewer goes into learning mode again.
APC1	<p>Of different ways of promoting emotional wellbeing for the children. A feeling that this is our collective responsibility started to kick, a shared responsibilitythere is still some way to go however! But it was no longer only the teacher's problem, and people begin to talk to each other.</p> <p>I also think that the timing of the project was fortuitous because lots of initiatives were being taken up by schools e.g. Sure Start, SEAL & Healthy Schools Initiatives.</p>	<p>The interviewer has confirmed an outcome of the 'Treasure Project' programme when it was effective to the APC in terms of established and embedded capacity in the school in terms of shared responsibility for the promoting of the mental health and emotional wellbeing of children.</p> <p>Further more the APC puts forward a theory about the importance of the wider educational and political context that the programme was operating in.</p>
Interviewer	What do you think were the key influences that helped the project to develop in the way it did? Looking back, with your accumulated knowledge, what might you have changed? How would that fit with the theory?	The interviewer is aware that some of this may have been covered in the APC previous responses so she says this and then splits the question into the 3 different parts. The interviewer wants the APC to be reassured that she can move on from theorising about effective practice if she has come to end – the interviewer is beginning to realise that the process of thinking and theorising is quite tiring and intense for both parties. The interviewer waits for a response and goes into learning mode again.
APC1	<p>What I would change? I would like to say to schools that I would not come in and work until you have done some more systemic work in the school before I work with individual children e.g. SEAL, INSETs with staff, maybe a whole school PATH on emotional wellbeing, Quality Circle Time training for the whole staff, etc.</p> <p>Where I am now? I know it is not any good trying to do a piece of work unless the whole school community is involved e.g. the class teacher, parent, SENCO and the more people are involved from other agencies. I also think that the earlier an intervention is the better and the more successful it is going to be.</p>	The APC takes the opportunity to finish with theorising about work that has gone and moves to where work hasn't gone well. This also the interviewer to gain more information about context. Ineffective contexts are: i) when schools only ask for work around individual children presenting with issues ii) that an ineffective context work with individual children can be comprised and not be so effective. (This supported by the cumulated responses from the Head Teacher Questionnaire.)

Before the interviewing began for this section Programme Theory 2 was shared with the Area Project Coordinator, along with relevant collated results from the Head Teacher Questionnaire.

Programme Theory 2

‘Effective partnership work in the area of promoting mental health and emotional wellbeing of children gives staff clear advice, guidance and support, increases their knowledge about childhood disturbance, is able to provide local, contextual knowledge, is able to offer good continuity of care and accessibility and to act as a trusted link between home and school.’

Please note:

The interviewer had informed the Area Project Coordinator 1 that this was the work that had not fitted with the theory well. APC1 had looked through the comments on the collected sheet about partnership and then listened to the Programme Theory. She interpreted this as the project not being successful in the area of partnership. The interviewer realised this and explained that in her view all the head teachers had viewed the partnership with the Area Project Coordinators as effective. She then made a comment that although it was nice the head teachers thought the partnership were effective, but she did not view her work in this way. She felt that she had too many schools for any partnership to be effective. (Therefore there is a context here that needs to be made note of – this APC believed that in order to be fully effective she should only work with a few schools).

	Dialogue (almost verbatim)	Significance for evaluator
Interviewer	Is there anything about this theory which makes sense to you as you think about your own partnership with schools as Area Project Coordinator?	Interviewer is asking for a focus on theory again.....and allows time for thought and goes into ‘learning mode.’ (Pawson & Tilley, 1997 p.177)
APC1	I was spread too thin to develop an effective partnership. I need to be there for several years. The effectiveness is something about how you are perceived as an individual as well as what you deliver. I wouldn’t say I had an effective partnership in many schools. I think that confidence in the Area Project Coordinator was key - seeing the Project Coordinator wearing a variety of hats was useful, i.e. working with children, training staff, talking to staff about specific issues and being able to stand on a playground and play with children and then come in to staff room and talk. Having a breadth of skills is useful. Being the kind of person that staff can be trusted to talk to a parent, etc.. I would say that skills, ability and versatility is important because our work is not just around training, or delivery of Zippy’s Friends – it might be around fund raising or saying ‘Have you thought about it this way?’ Delivery might be more than what is being asked for. How what we deliver feeds into emotional wellbeing, but if we are talking about how to enhance playground, this is in terms of environment. It helps to tackle other problems and have a broader awareness of stuff beyond the call of duty. The school might think that she can help me with other things....she knows her stuff and knows what’s going on in the wider context in the context of emotional wellbeing and beyond. She knows useful people and can be a trusted link between school and wider organisations e.g. Healthy Schools contact, etc.	<p>The interviewer has learned that the APC believes that in order to work effectively with schools in terms of promoting children’s mental health and emotional wellbeing the support needs to be long term. This supports PT 1.</p> <p>Again the APC reiterates her understanding about importance of the skills of the APC as a key mechanism. She refines this as:</p> <ul style="list-style-type: none"> i) having a breadth of skills ii) being trusted as professional to interact with parents, children and staff iii) versatility iv) ability to see the larger picture for the school v) connections and knowledge of other support services is valued vi) being a link to wider initiatives

	Dialogue (almost verbatim)	Significance for evaluator
Interviewer	What do you think it was about your way of operating with schools that led to the successful enhancement of children's mental health and emotional wellbeing in the school setting?	The interviewer perceives that the APC is tiring and that the agreed time is coming to an end. The interviewer reads out the questions, but suggests that much of this may have already been covered. She allows time for response, but when none was forthcoming immediately she suggested that they moved on to the next question. The interviewer is in teaching mode here.
Interviewer	How would does the theory relate to your own role with schools? How would you adjust it?	The interviewer reads out the questions, but again suggests that much of this may have already been covered. She allows time for response, but when none was forthcoming immediately she suggested that they moved on to the next question. The interviewer is in teaching mode here.
Interviewer	How did your support to schools change and vary over time as you gained experience working with schools in this way? What helped to shape your evolving experience? How might this relate to the theory?	This time the interviewer is interested in knowing the ideas and theories which the APC has about changes in her support to school over time. She asks the whole question and then, in order to be helpful and encourage the APC to think about this area the interviewer breaks up the question into 3 parts. The interviewer is in learning mode again. The interviewer is in learning mode again.
APC1	<p>The whole thing that H started, which was to push hard for 'sitting by sally' training alongside directly delivering an intervention herself, so that staff were skilled up as well interventions delivered. The Quality Circle Time training course that I attended was a turning point for me - the whole school model helped me to understanding why things were working and weren't working. This (<i>meaning the insistence on multi-levelled approach</i>) allowed much more up-skilling of staff.</p> <p>(The APC then said that she didn't know what else to say.)</p>	<p>The interviewer has learned that the APC gained much from attending training herself and this shaped her practice when working with schools. This is an acknowledged strong key mechanism.</p> <p>A further key mechanism is the insistence that capacity building work takes place alongside direct delivery of support</p>
Interviewer	Interviewer talked about the Programme Theory 2 and suggested that it seemed more an expertise model and perhaps this might have been more appropriate to the 'medical model' view of mental health and emotional wellbeing promotion.	The interviewer is in teacher mode here – she is encouraging the APC to reflect deeper on the theory. The interview then moves into the learner position.

	Dialogue (almost verbatim)	Significance for evaluator
APC1	<p>The whole thing was that no way we wanted to be perceived as experts. We came from the point of view that we are not experts....we can teach you how to do this....we have knowledge and skills....but you've got to be well yourselfyour emotional wellbeing is as important as the children's.</p> <p>Our work had a different kind of core to it. Everybody needed to be involved.....not just the leadership team...it includes the catering staff, the receptionist, etc. the message got stronger and louder through the school community.</p>	<p>The APC has reflected on the additional thoughts from the interviewer and unpacks the suggestions that they were experts. In this process the interviewer has learned of 3 key mechanisms:</p> <ul style="list-style-type: none"> i) an empowering dialogue when negotiating work with schools is necessary for effectiveness ii) the APC models emotional health and models healthy emotional wellbeing behaviour when she is in schools iii) the emphasis on the whole school approach is vital
Interviewer	<p>What would you view as some of the key context or mechanisms that led to effective partnership work with schools? Was the partnership necessary for the successful enhancement of children's mental health and emotional wellbeing?</p>	<p>The interviewer wants to draw out some more specific details of Contexts and Mechanisms, but senses the APC does not really have anything extra to say. Nor does the APC take up the opportunity to reflect on whether the partnership necessary. The interviewer decides it would be more helpful to move on. The disadvantage to having questions already in mind is that the interview could slip into a 'semi-structured' interview mode and that the interviewee may feel inadequate if they have nothing to say in response to a question. The interviewer suggests that much of this might have been covered already.</p>
Interviewer	<p>Were there any school factors or other context factors that influenced the success of your support to the school? How might this relate to the theory?</p>	<p>The interviewer wants to explore any specific Contexts that might have been particular to APC1's work with school. The interviewer is now in learner mode.</p>
APC1	<p>Looking back when we first started we didn't have a set of offerings – we didn't have that – as time went on we did - and the person who delivered them believed in them. We all delivered things that we felt strongly about. There was congruence between the person delivering the training or the intervention and the approach.</p>	<p>The interviewer learned that a key mechanism was the number of interventions that could be offered by the 'Treasure Project' – this increased</p>

(The interview then ended and it was agreed to continue it at another time.) The interview continued on 16.04.10.

Before the interviewing began for this section Programme Theory 3 was shared with the Area Project Coordinator, along with relevant collated results from the Head Teacher Questionnaire.

Programme 3

‘School staff and/or volunteers supporting vulnerable children are better able to positively impact on their socio-emotional health if they have participated in training, received supervision and have followed through consistently with the approach they have been trained in when working with children over a period of time.’

	Dialogue (almost verbatim)	Significance for evaluator
Interviewer	Is there anything about this theory which makes sense to you as you think about your work training adults in schools as Area Project Coordinator?	Interviewer is asking for a focus on theory again.....and allows time for thought and goes into ‘learning mode.’ (Pawson & Tilley, 1997 p.177)
APC1	<p>Yes. That they need all these strands to make it work they need up-skilling, confidence and training to make it work. They have to go away and do something consistently and not erratically and over a period of time.</p> <p>Big problem is that socio-emotional wellbeing seen as a separate part of the curriculum. They need to understand that they are all part of the same thing. You are doing your teaching better if you are able to manage the curriculum and socio-emotional wellbeing. The emotional wellbeing of adult and child is hugely paramount. The training is around a specific intervention but it is also around a context – values and principles and qualities. This won’t happen in 2, 5 days it needs to happen over a life time –the more people that are singing from the same hymn book then it is going to have more impact than if everyone is doing something differently.</p>	<p>The interviewer has learned that key mechanisms are:</p> <ul style="list-style-type: none"> i) specific intervention training ii) values, principles and qualities espoused during the training iii) long term support
Interviewer	What do you think it was that led to the building capacity in schools and the successful enhancement of children’s mental health and emotional wellbeing in the school setting? What was it about your role that supported this?	The interviewer is ‘learning mode’ and is curious about the role of the APC in building capacity in schools.
APC1	<p>Being not caught up in the politics of the school, being objective about things is useful and helpful – not caught up in who’s holding the purse strings – able to say this is what I think will be helpful to you, your leadership team, etc.</p> <p>A way of being – in the corridor, playground, the admin person. Are you ‘walking the talk’ – modelling this at all times? I also do this for myself. I do look after my own emotional-wellbeing – all the qualities I want to see as the end result I am using in my way driving it forward – creativeness, etc.</p> <p>TSW also meets other needs, e.g literacy – this was useful in getting it into schools.</p> <p>When we were training people to deliver things we would be delivering this in parallel in their schools - they could see the intervention in action before they came on the course. A parallel approach.</p>	<p>Key mechanisms of APC role:</p> <ul style="list-style-type: none"> i) independent person ii) ability to comment iii) modelling of supportive adult behaviour in school towards others iv) modelling looking after one’s own well-being <p>other key mechanisms to do with success of take up of approaches:</p> <ul style="list-style-type: none"> i) intervention also impacts on learning e.g. TSW ii) able to observe (or know of) same intervention being delivered by APC in school
Interviewer	What do you think it was about the training model that led to the building capacity in schools and the successful enhancement of children’s mental health	The interviewer is curious about specific ideas or theories around the training model. The

	Dialogue (almost verbatim)	Significance for evaluator
	and emotional wellbeing in the school setting?	interviewer is in learning mode.
APC1	The versatility... if they weren't able to do a full INSET then a 'sitting by Sally' training might be taken up, or an INSET when school was open, or attending of an external training day, or just talking about the approach, or delivering it directly. People would watch the interactions with the children and this resulted in informally training all the time....from getting out of the car answering the phone, etc. Your whole way of being is modelling training and this has been quite powerful. Like bad hairdresser - its the same with people training to support emotional wellbeing – you wouldn't go to a hairdresser with bad hair.	The key mechanisms were: i) varied training packages around the same evidence-based intervention ii) incidental learning through observation of APC in school
Interviewer	What do you think it was about your own way of delivering training that led to the building capacity in schools and the successful enhancement of children's mental health and emotional wellbeing in the school setting?	The interviewer is curious about the APC's theories about her own way of delivering training and is in learning mode.
APC1	I think our training very much is a parallel process to what we expect our delegates go off and do. We mirror this and nurture them. The training is a mirror of what we expect them to create in their group in terms of venue, food, the way we operate, our flexibility in timing, listening in to their voices, etc.	Key mechanisms: i) belief in approach ii) modelling approach through set up of training
Interviewer	How did your training model change and vary over time as you gained experience working with school staff in this way?	The interviewer is curious as to whether the APC has adapted or changed any of the training experiences and is learner mode.
APC1	It became more mine, more authentic, more creative, had more influence, more me, more examples to weave into training because I have done more. It became more obvious that people didn't know this. Then an 'aha' moment when they realised that they didn't the whole thing, the way of talking about emotional health, particularly Quality Circle Time. Things that I had been thinking of, but never pinned down and linked them back to wider things like SEAL.	Key mechanism: i) having examples to hand to talk about during training ii) linking training to initiatives already in school like SEAL iii) drawing down on knowledge of other approaches
Interviewer	What would you view as some of the key mechanisms that led to effective training of staff?	The interviewer is keen to find the mechanisms that could be called effective.
APC1	We have had staff that have been 4 or 5 different training – e.g. active listening, QCT, Zippy friends, Nurture Group training, etc. There are consistent messages about collective responsibility. People need to breathe it, live it...first of all become aware of it.....do it unconsciously. This takes time takes repetition... takes more than one person doing it....needs everyone growing in the same direction in a rhythm. Training people who are not at a senior level – e.g. teaching assistants... improves their self-esteem and confidence recognising their ability to impact on children. For some of them it has affected their whole	Key mechanisms: i) consistent message about collective responsibility ii) encouraging staff to go on several training courses iii) training staff at different levels in the school iv) promoting an ecological view of mental health and emotional wellbeing Key contexts of effective training seem to be:

	Dialogue (almost verbatim)	Significance for evaluator
	<p>way of being with children who they work with outside of the intervention.</p> <p>Going right back to basics – children do not come up with all these difficulties out of the blue. There is a responsibility to find out why. This is not genetically programmed. There is a real shift in their understanding of mental health and emotional wellbeing.</p>	i) atmosphere of valuing all staff
Interviewer	Were there any school factors or other context factors that influenced the success of capacity building through training of staff? Was the ongoing partnership necessary for the successful continuing of support to vulnerable children?	The interviewer wants to check out whether the school context was a major influential factor on the success of capacity building in school .
APC1	<p>Specifically training.....people who wanted to be there – not just sent because head teacher thought it was a good idea – i.e. to fix the teaching assistant! People who want to do it operate differently, setting up their groups and training very differently.</p> <p>Head teachers who see the value of someone coming. Staff retention is not great at schools where the training is not supported, they might go off to another school and then not use their skills. The success of the training is better when the school has good mental health and wellbeing in the staff structure. They believe they can have an impact and can do it.....as opposed to keep them quiet or their health out, etc.</p>	<p>The APC1 confirms that the school context that the staff member works in effects their attitude towards the training experience;</p> <p>Key context:</p> <ul style="list-style-type: none"> i) values training ii) supportive/emotional healthy organisation <p>Key mechanism:</p> <ul style="list-style-type: none"> i) belief in the ability to have an impact ii) want to be trained iii) follow through with training and set up groups, etc.

Before the interviewing began for this section Programme Theory 4 was shared with the Area Project Coordinator, along with relevant collated results from the Head Teacher Questionnaire.

Programme Theory 4

‘Vulnerable children’s mental health and emotional wellbeing is enhanced through the participation in evidence-based interventions delivered by trained adults.’

	Dialogue (almost verbatim)	Significance for evaluator
Interviewer	Is there anything about this theory which makes sense to you as you think about your work delivering intervention in schools as Area Project Coordinator?	Interviewer is asking for a focus on theory again.....and allows time for thought and goes into ‘learning mode.’ (Pawson & Tilley, 1997 p.177)
APC1	That’s true. It’s quite hard to measure and evaluate.	
Interviewer	Perhaps you could think about the evidence-based part.....	Interviewer encourages APC1 to move into ‘teacher mode’. APC1 shares her thoughts about ‘evidence-based’ and reveals her beliefs about how children’s socio-emotional health can be

	Dialogue (almost verbatim)	Significance for evaluator
		promoted by more than formal evidence-based work.
APC1	That's the thing I was going to come onto.....it's a term banded about a lot.....whose evidence - with what...It can be enhanced by non-trained adults with non-evidence based interventions, for example, scout and guide groups.	APC1 continues in 'teacher' mode – setting the scene for her answers. The interviewer helps her to understand that her observations are also 'evidence-based'. The APC1 may also be feeling under pressure to continue to produce ideas – quite an intensive process.
Interviewer	If you considered the McDonald & O'Hara model could those activities be mapped onto that? <i>(interviewer shows APC1 the model – which is already familiar to her)</i>	
APC1	Yes.....if you think about a Brown group.....etc...yes all this in going on.....whether formally or informally.	
Interviewer	What do you think it was about the group work or approach that led to the building capacity in schools and the successful enhancement of children's mental health and emotional wellbeing in the school setting?	Interviewer continues to encourage the APC1 to think about theories and ideas about successful work with children. She remains in learner mode.
APC1	I think any piece of work thatin a group.....you can work with stuff about managing difficult emotions.....likely to have a real life situation to come up in that group, e.g. gives an example of this and you can start to model this and focus on this and work with what comes up. Peers are so important in helping them to have a sense of self and get feedback from others... you need others to do this. They make new and different friends. They can be supported in group situations. They can practise skills with each other, have fun together. This is not possible if not in a group. You can celebrate difference.	The APC1 begins to reveal key mechanisms: i) peers to interact with ii) group facilitator use of group interactions as a real life context to reflect on behaviour or emotional responses iii) feedback from peers in group iv) friendships develop v) support of group vi) enjoyment of group vii) opportunity to practise skills viii) ability to recognise individual cultures and differences
Interviewer	Can you think of any that was specific to your own way of working with groups?	Now that the APC1 has begun to think about the mechanisms the interviewer is curious as to how she facilitates these groups to take account of her theories. The interviewer goes into learner mode.
APC1	A need to believe and feel passionate about it, e.g. not Solution Focused type groups. I tended to run groups which I am passionate approach which matched the way of my own life. It is rare to have the freedom to deliver in that way, a way that is congruent to my creative and therapeutic way of working.	The APC1 reveals key mechanisms: i) her own motivation ii) active choice to use an approach that suits her
Interviewer	I wonder about the specific approaches, for example, Therapeutic Storywriting?	The interviewer wants APC1 to look deeper into the actual mechanisms that might

	Dialogue (almost verbatim)	Significance for evaluator
		influence the success of APC1's groups.
APC1	I have embellished it and woven in other approaches e.g. Quality Circle Time into Therapeutic Storywriting and Parachute Games. The Rogerian principles underpins everything – I have a very eclectic approach.	Key mechanism: i) use of Quality Circle Time ii) use of Rogerian principles to underpin training
Interviewer	What do you think it was about your own way of facilitating groups that led to the successful enhancement of children's mental health and emotional wellbeing in the school setting?	The interviewer continues to ask for deeper reflection.
APC1	Emotional health, Maslow, physical safety, physically well, being fed, underpinned in my own groundedness and I think that comes through to children, teachers and staff training – training in the 5 Wells;- Physical, Emotional, Cognitive, Spiritual, and Creative (<i>theory from QCT</i>). I can say I am doing that doing that.	Key mechanisms: i) focus on staff's emotional wellbeing in the training
Interviewer	I wonder what other differences the small group work made?	The interviewer goes back to looking at small group in general.
APC1	The setting etc. Yes, yes. 10 years ago I would not have thought to say you are not going to put me in a broom cupboard or tolerate an argument next door to the room when the group was taking place.	The APC1 reveals a strong key mechanism: i) setting where group takes place ii) preplanning iii) assertiveness around protecting group setting, etc.
Interviewer	How did your facilitation of groups change and vary over time as you gained experience working with children in this way? What helped to shape your evolving experience? How might this relate to the success of the project?	The interviewer continues the theme of change in practice and is also curious about other Contexts or Mechanisms that might have shaped practice of APC1.
APC1	I think being part of EPs enriched the whole things – being lucky to go on other training that would feed into my approach e.g. coaching, narrative therapy. It makes you think about things in a different way.	Key mechanisms: i) attending EP training days
Interviewer	Were there any school factors or other context factors that influenced the success of the group work that you haven't already mentioned?	Interviewer returns to school context.....just to check this area before the interview ends.
APC1	When a school is willing to just run with an idea e.g. targeting obesity. They ran with it (manicure, etc.). It is difficult to show the underpinning. Piloting new ideas and new approaches that needed evidence-base, but my sense was that this might be helpful. But theories underpinned the knowledge. Knowledge of school and children, etc. The more work with school the broader that knowledge will be.	Key context revealed: i) trust in the APC1 ii) willingness to pilot new approaches iii) increased knowledge of school gained through number of visits to school.

Appendix XIX: Realistic Interview – APC2

Realistic Interview of Area Project Coordinator

Name: Area Project Coordinator 2 Date of interview: 12.04.10
Interviewer: Deborah Shepherd

Before the realistic interview is conducted the interviewer should thank the interviewee for taking part in the follow up interview to the questionnaire. She should assure them that they would remain completely anonymous and that no records of the interview would be kept with their name on and that neither the school, nor themselves would be identifiable. She should explain that the data from the interviews would be kept in a password protected computer file. She should explain that the purpose of the interview is to talk about the Area Project Coordinator's ideas or theories about the effectiveness and/or successfulness of:

- 1) the 'Treasure Project' in general
- 2) the role of the Area Project Coordinator in general
- 3) their own partnership work with schools.

Having explained all of the above the researcher should check again that the Area Project Coordinator was happy to proceed with the interview.

The returned & completed Project School Head Teacher Questionnaires should be available to help with choosing 'successful' and 'effective' schools.

The Programme Theory for each set of questions should also be available to be shown at the beginning of each section.

Can you pick 2 schools that you would say were examples of schools which were successful in enhancing children's mental health and emotional wellbeing?

Can you pick also 2 schools that you would say were examples of effective partnership work with schools?

You may talk specifically about these schools if you wish while considering the following questions.

Schools picked: successful – P12 and P7
effective – P16 and P9

Before the interviewing began for this section Programme Theory 1 was shared with the Area Project Coordinator, along with relevant collated results from the Head Teacher Questionnaire.

Programme Theory 1

'A project which is successful in promoting mental health and emotional wellbeing of children is long term, school-based, multi-faceted, multi-levelled and works at changing the institution and environment as well as individuals so that those elements such as organic factors, stress and exploitation are decreased and children's coping skills, self-esteem and social supports are increased.'

	Dialogue (almost verbatim)	Significance for evaluator
Interviewer	Is there anything about this theory which makes sense to you as you think about the 'Treasure Project' as a whole?	Interviewer is asking for a focus on theory.....and allows time for thought and goes into 'learning mode.' (Pawson & Tilley, 1997 p.177)
APC2	All of it.	
Interviewer	In what way?	Interviewer keeping the stance of a curious learner.
APC2	I think that primarily because we had a good strong relationship with the schools. For schools that wanted to buy into the partnership model and wanted to change and where it really worked, all these things were part of it. When the head teacher was emotionally intelligent enough to put their money where their mouth is, i.e. let staff go off curriculum duties to promote wider learning. I think that the schools that had a positive partnership	Key mechanisms: i) relationship with schools ii) flexibility around intervention Key contexts: i) schools that wanted to buy into partnership model ii) wanted to change

	Dialogue (almost verbatim)	Significance for evaluator
	<p>relationship was where they treated you as a member of staff and gave you space both physical and otherwise.</p> <p>I think all the work was successful – if I thought it wasn't going well I changed what I was doing or abandoned ship – e.g. in one school we decided together that it wasn't working and we discontinued with the work. There were also pieces of work that I abandoned because the school didn't give us the space we needed so we stopped, e.g. Therapeutic Storywriting at one of my schools.</p>	<p>iii) head teacher allowed staff to go off curriculum duties</p> <p>iv) treated APC as a member of staff</p> <p>v) gave APC space physical and otherwise</p>
Interviewer	What do you think it was about the 'Treasure Project' that enhanced children's mental health and emotional wellbeing in the school setting?	Interviewer continues to be curious about the APC's theories and ideas about the effectiveness of the 'Treasure Project'.
APC2	<p>I think the fact that we came in with a name like Treasure helped – we came in as a vibrant outside agency, informal, using first names, being extremely positive and focused on the good stuff about the kids. This was not always the case; sometimes it could be a complete nightmare and some of the children needed years of therapeutic work to address their needs. But when it was successful the positiveness was one of the reasons it went well.</p> <p>The fact we were offering a free service helped, but not all the time. Some people could not see the bigger picture. A lot depended on the head teacher, if they were emotional intelligent, had a vision, it worked. When they didn't, we could not get pass the door.</p> <p>The direct work with children was always free.</p> <p>The project was supported by government policies that schools had to buy into Healthy Schools and the Every Child Matters.</p> <p>We had creative and good ideas.</p> <p>We built capacity and there was a lot of choice, a lot of things to choose from.</p>	<p>Key Mechanisms:</p> <p>i) name helped</p> <p>ii) informal approach</p> <p>iii) positiveness</p> <p>iv) free service</p> <p>v) helped Healthy Schools and ECM agenda</p> <p>vi) creative and good ideas</p> <p>vii) lot of things to chose from</p> <p>Key Contexts:</p> <p>i) head teacher was emotionally intelligent and had vision</p> <p>ii) full backing of head teacher</p>
Interviewer	Why was that helpful?	
APC2	<p>The schools had options. We were able to say this is what we can do; we were adaptable and worked hard with schools to produce interventions that would work for their particular setting.</p> <p>All the positive schools, its about the head teacher, even though they would let you do they work if they weren't behind it this filtered down to the rest of the school. If it was a case of 'do it with us' it worked well. If it was a case of 'do it to us' it didn't work as well and the head teacher did not give you the full back up you needed.</p>	

	Dialogue (almost verbatim)	Significance for evaluator
Interviewer	What would you view as some of the key context or mechanisms that led to successful work with schools?	Interviewer informs APC of contexts and mechanisms elements of theory. Takes the role of learner.
APC2	<p>The offer of external training was a key mechanism, sending someone on the course which led to further work in the school. They had dipped their toe in the water and wanted to follow up with different work.</p> <p>Ringling up a school was a key mechanism – we were able to say we are free, come on a course, we could do some work for you, what do you want us to do?</p>	<p>Key mechanism:</p> <ul style="list-style-type: none"> i) offer of external training ii) telephone contact with school
Interviewer	What do you think were the key influences that helped the project to develop in the way it did? Looking back, with your accumulated knowledge, what might you have changed? How would that fit with the theory? Some of these points may have been covered already, but think about where you were at the beginning of the project, where you were at the end of the project what were some of the key influences on your work?	Interviewer continues to help APC2 to develop theories whilst reflecting retrospectively on their work.
APC2	<p>Gaining experience and training was a key influence. APC1 and I were well trained and had lots of opportunities. We developed expertise in several areas, for example, solution focused approaches.....I don't like to think of myself as an expert in anything.</p> <p>I would have changed the lead-in time and I would have set it up differently so that we had lots of interventions at our finger tips, so that we were ready with lots of interventions and an action plan, proper office space and that schools really wanted to work with us instead of being given to us. The first 2 or 3 months were wasted. A website would have been a good idea – schools could have contacted us about what they wanted more easily.</p>	<p>Key mechanism:</p> <ul style="list-style-type: none"> i) gaining experience ii) training iii) developing expertise <p>Key contexts:</p> <ul style="list-style-type: none"> i) readiness to offer interventions ii) schools opt into project

Before the interviewing began for this section Programme Theory 2 was shared with the Area Project Coordinator, along with relevant collated results from the Head Teacher Questionnaire.

Programme Theory 2

'Effective partnership work in the area of promoting mental health and emotional wellbeing of children gives staff clear advice, guidance and support, increases their knowledge about childhood disturbance, is able to provide local, contextual knowledge, is able to offer good continuity of care and accessibility and to act as a trusted link between home and school.'

	Dialogue (almost verbatim)	Significance for evaluator
Interviewer	Is there anything about this theory which makes sense to you as you think about your own partnership with schools as Area Project Coordinator?	Interviewer is asking for a focus on theory.....and allows time for thought and goes into 'learning mode.' (Pawson & Tilley, 1997 p.177)
APC2	I think that I have said already that the head teachers who were emotionally literate and could see what the project offered, if they were willing	<p>Key context:</p> <ul style="list-style-type: none"> i) head teachers willing participants

	Dialogue (almost verbatim)	Significance for evaluator
	participants. Not sure what else to say...	
Interviewer	What about the advice part? This theory did not really fit the feedback from head teachers....could it be that the Area Project Coordinators offered a different kind of partnerships – I call it participatory partnershipcould it be that the ‘Treasure Project’ offered a different kind partnerships.	Interviewer is asking the APC to present her own theories or ideas around the project’s mechanisms and goes into ‘learning mode’.
APC2	Yes and No. Schools did ring up and you were able to give them the benefit of your experience. They did ask about setting up an intervention and what can we do? Certainly, we did give advice.....conversation more.....and discussed theories around emotion wellbeing, we used intuition and judgement and share this appropriately without telling them what to do. My role was very solution focused with the schoolsand I gave Quality Circle Time advice on systems that work, but they might not necessarily take them up. I also sign post to different agencies and giving staff clear advice in the content of behaviour and how to promote positive behaviour. They didn’t always take it.	Key mechanism: i) giving of advice by APC
Interviewer	What do you think it was about your way of operating with schools that led to the successful enhancement of children’s mental health and emotional wellbeing in the school setting?	Interviewer is curious about the APC’s theories about her work.
APC2	I think it was just about valuing the relationship, being on a level footing and understanding what their needs were, being as accommodating as you could. My way of operating was the more fun I have with the schools the better it was. When schools included me as a valuable member of the team it worked very well. Some schools didn’t even nod at you. When it was very effective it was when they had welcoming receptionists...	Key mechanism: i) having fun with schools Key contexts: i) whole school approach ii) welcoming receptionists
Interviewer	In what way did that help?	Interviewer asks APC2 for clarification.
APC2	They are one of the most important people in the school. They find you a space, make you an appointment and its well oiled. Where you’ve got to battle with the receptionist it doesn’t work very well. It’s needs to be a whole school approach.	
Interviewer	How would does the theory relate to your own role with schools? How would you adjust it?	Interviewer reminds APC about the theory.
APC2	I don’t think I would.	
Interviewer	What about the bit about the link between home and school?	Interviewer prompts and draws attention to part of the theory.
APC2	No, not really..... I was a link between the child and school. We didn’t do enough work with parents and their children, L probably did more. I am quite removed from it now - 18 months my response would have been different.	Key mechanism: i)
Interviewer	How did your support to schools change and vary over time as you gained experience working with schools in this way? What helped to shape your	Interviewer draws the APC2’s attention back to reflecting on her own work and the changes

	Dialogue (almost verbatim)	Significance for evaluator
	evolving experience? How might this relate to the theory?	over time.
APC2	I was more choosy about the interventions I delivered – those that I was comfortable with and successful with.....e.g. Treasure Theatre, at first I did loads of that.....I started to think other things worked better like Treasuring Ourselves, based on solution focused approaches.....went and sold thisI could see that it worked quickly and efficiently.....Circle Timeevidence based stuff. I tended to do much more evidence based work and less of the airy fairy stuff.	Key mechanism: i) intervention or approach suits the APC.
Interviewer	What would you view as some of the key contexts?	Interviewer begins to ‘teach’ the APC about Realistic Evaluation theory.
APC2	The school have to take up what you are offering and run with it.....it does act in isolation.....not that it does not have anything to do with you.....about building their capacity and using it.	i) school willing to go with the intervention.
Interviewer	What would you view as some of the key mechanisms that led to effective partnership work with schools?	Continuing with RE theory.
APC2	When schools were willing to give you staff to train and you worked alongside them that was very useful.	Key mechanism: staff trained at the same time that the intervention is delivered.
Interviewer	Was the partnership necessary for the successful enhancement of children’s mental health and emotional wellbeing?	The interviewer now moves to the core of interview and asks for reflection about the need for the role.
APC2	The partnership was necessary because school gets bogged down with curriculum and things happen when you get someone going in.....I suppose schools feel that they’ve got valued support, take the load, an expert, relieve them of the planning, offering them a strategy that works.....	Key mechanism: i) partnership relationship with APC to support, take the load, give advice, plan, offer an effective strategy

Before the interviewing began for this section Programme Theory 3 was shared with the Area Project Coordinator, along with relevant collated results from the Head Teacher Questionnaire.

Programme 3

‘School staff and/or volunteers supporting vulnerable children are better able to positively impact on their socio-emotional health if they have participated in training, received supervision and have followed through consistently with the approach they have been trained in when working with children over a period of time.’

	Dialogue (almost verbatim)	Significance for evaluator
Interviewer	Is there anything about this theory which makes sense to you as you think about your work training adults in schools as Area Project Coordinator?	Interviewer is asking for a focus on theory.....and allows time for thought and goes into ‘learning mode.’ (Pawson & Tilley, 1997 p.177)
APC2	All of it. If they haven’t participated they don’t understand. They need someone who is trained. It worked better if it was whole school training. Better to have a package to go with rather than put it together themselves.	Key mechanisms: i) training of key staff ii) whole school training iii) support over time to

	Dialogue (almost verbatim)	Significance for evaluator
	For example, Zippy's Friends package or Quality Circle Time system or Solution Focused teaching plans. Sometimes staff 'talked the talk' but had bad practice. One teacher, for example, agreed with everything, but then would shout at the kids. I don't think they needed the supervision necessarily unless they were getting it from school. They needed the support over time. There were times when I thought 'Oh my god, they are just not getting it!' Then I gave them more input and they would improve. Generally I said, "I will come and observe and see how it goes." Generally they didn't continue if they didn't really get it.	ensure skill and confidence in approach
Interviewer	What do you think it was that led to the building capacity in schools and the successful enhancement of children's mental health and emotional wellbeing in the school setting? What was it about your role that supported this?	The question allows for free thinking around the impact of the project. The interviewer is in learning mode.
APC2	More that we offered them a service that was free and on going support and evaluation. I would say that you can use this when Ofsted comes.	Key mechanism: i) free service ii) on going support and evaluation iii) useful for Ofsted
Interviewer	What do you think it was about the training model that led to the building capacity in schools and the successful enhancement of children's mental health and emotional wellbeing in the school setting?	The interviewer begins to look for contexts and mechanisms within the training model.
APC2	Our external training was noted as being interactive and fun and we valued the people we were training by making it an emotional literate progress. We took them out of school, paid for their travel and cover (not always). We provided them with good quality resources and gave them a voice to say how they felt about stuff and what they would like to happen.	Key mechanism: i) interactive training ii) enjoyable training iii) model emotional literacy within training iv) costs covered for training v) good quality resources vi) gave them a voice to say how the staff felt and what they would like to happen
Interviewer	What do you think it was about your own way of delivering training that led to the building capacity in schools and the successful enhancement of children's mental health and emotional wellbeing in the school setting?	The interviewer is seeking information about any mechanisms specific to APC2.
APC2	The feedback was that I was easy to talk to, a good listener, knowledgeable, recognised when things weren't going right and changed them. I was organised and collaborative.	Key mechanisms: i) personal qualities of APC ii) knowledgeable APC iii) flexibility and responsiveness of APC's support
Interviewer	How did your training model change and vary over time as you gained experience working with school staff in this way? What helped to shape your evolving experience? How might this relate to the success of the project?	The interviewer is seeking again the APC's theories about their training model and insight into any particular beliefs around their actions.
APC2	I think I tweaked the way I set out the environment and I	Key mechanisms:

	Dialogue (almost verbatim)	Significance for evaluator
	borrowed things from different training.....e.g. Therapeutic Storywriting. I borrowed the ideas of sharing how your day has been. Quality Circle Time made my training much more Circle Time focused.	i) nice environment for training – set up of room ii) used ideas from other training sessions e.g. Quality Circle Time.
Interviewer	What would you view as some of the key mechanisms that led to effective training of staff?	Interviewer starts to use the language of Realistic Evaluation to focus APC on the links between outcomes and mechanisms.
APC2	Very active and participatory - not death by Power Point and they didn't get talked at. It was interactive. It was varied, so lots of different activities, paired group work, planning ahead, making plans to run with when they got back.	Key mechanisms: i) participatory, interactive training ii) varied activities iii) plans made during training for staff to implement in school iv) working with other school staff
Interviewer	Were there any school factors or other context factors that influenced the success of capacity building through training of staff? Was the ongoing partnership necessary for the successful continuing of support to vulnerable children?	Interviewer is seeking information about contexts and the need for the APC.
APC2	I think the support was needed. When the relationship with the school discontinued the training fell by the wayside. Staff left and others were not trained. It wasn't continued. We didn't always have time to do this. The team wasn't big enough.	Key mechanism: i) support from APC ii) staff turnover need for training of new staff
Interviewer	Was any of the capacity sustained in the schools?	Interviewer seeks information.
APC2	I think if the person who took part in the training had a real understanding and passion for that type of workor they were a Healthy School, or a SEAL school.	Key context: i) person had passion for that kind of work ii) school context was supportive to this kind of support groups

Before the interviewing began for this section Programme Theory 4 was shared with the Area Project Coordinator, along with relevant collated results from the Head Teacher Questionnaire.

Programme Theory 4

'Vulnerable children's mental health and emotional wellbeing is enhanced through the participation in evidence-based interventions delivered by trained adults.'

	Dialogue (almost verbatim)	Significance for evaluator
Interviewer	Is there anything about this theory which makes sense to you as you think about your work training adults in schools as Area Project Coordinator?	Interviewer is asking for a focus on theory.....and allows time for thought and goes into 'learning mode.' (Pawson & Tilley, 1997 p.177)
APC2	Yes, it all makes sense. The Solution Focused work - whether I trained teaching assistants as a group, or	Key mechanism: i) Solution Focused work

	Dialogue (almost verbatim)	Significance for evaluator
	'Sitting by Sally' method, or an external training course, it worked. I can't tell you why it worked - it just did. The children felt more valued by someone in school that understood their particular problems, their use of language changed.	
Interviewer	In what way?	Interviewer asks for clarification of more specific mechanisms within the generic Solution Focused work
APC2	I think the staff were more able to use active listening skills which changed the use of language. Less use of 'Why did you do that?' More empathetic, lessmore able to talk about feelings because they were more in touch with their own feelings. Several teaching assistants that I worked with have said, "I've started using this at home. It really works."	Key mechanisms: i) use of active listening skills ii) changed language used with children iii) more emotional literate iv) confidence in approach – evidence it works
Interviewer	What do you think it was that led to the successful enhancement of children's mental health and emotional wellbeing through delivering small group interventions in the school setting?	Interviewer asks an more open question to allow the APC to think more broadly.
APC2	Both that it was in school and in group.....it built relationships with people, staff and kids.....enjoyed having off curriculum fun valued.....express themselves, had a voice etc.	Key mechanisms: i) group in school setting ii) not curriculum iii) fun iv) time to express themselves v) listened to the children
Interviewer	What would you view as some of the key mechanisms that led to effective support of children through the facilitation of small group work?	Interviewer begins to use the language of realistic evaluation to help the APC focus on specific mechanisms.
APC2	I think the fact that they had someone who was interested in them, gave them time, smiled a lot. When it didn't work the groups were too big, or the children in the groups that needed a much deeper level of therapeutic work.	Key mechanisms: i) someone interested in them ii) smiling APC iii) time with children
Interviewer	Were there any school factors or other context factors that influenced the success of the group work?	Interviewer returns to context to look anything that might have affected the success of group work.
APC2	I think when they came to the group and didn't feel that the teacher was going to be grumpy because they weren't taking part in a lesson and she understood. When the children took an active part in the activities and were participants 'doing with' rather than 'doing to'.	Key contexts: i) class teacher supportive of group taking place ii) children wanted to come to the group

Appendix XX: Realistic Interview – HT1

Realistic Interview of Head Teacher

Name: Head Teacher 1 P20 Date of interview: 21st April, 2010.
Interviewer: Deborah Shepherd

Before the realistic interview is conducted the interviewer should thank the interviewee for taking part in the follow up interview to the questionnaire. She should assure them that they would remain completely anonymous and that no records of the interview would be kept with their name on and that neither the school, nor themselves would be identifiable. She should explain that the data from the interviews would be kept in a password protected computer file.

The interviewer should explain that the purpose of the interview is to think about the trained staff member's ideas or theories about the effectiveness and successfulness of:

- 1) the 'Treasure Project' in general
- 2) capacity building to meet children's mental health and emotional needs in school
- 3) the role of the Area Project Coordinator

An overview of Realistic Evaluation should be given and the interviewer should explain that she is seeking to find out about Contexts and Mechanisms that may have led to the successful outcomes in their school. It should be explained that the Area Project Coordinator (APC) had picked their school as a successful school for the 'Treasure Project'.

The head teacher should be given the completed Head Teacher Questionnaire with the list of 'Treasure Project's activities that had taken place in the school. They should also given a copy of the Programme Specification with the 4 Programme Theories and be informed that these theories would be shared with them before each section of the realistic interview.

Before the interviewing began for this section Programme Theory 1 was shared with the head teacher.

Programme Theory 1

'A project which is successful in promoting mental health and emotional wellbeing of children is long term, school-based, multi-faceted, multi-levelled and works at changing the institution and environment as well as individuals so that those elements such as organic factors, stress and exploitation are decreased and children's coping skills, self-esteem and social supports are increased.'

	Dialogue (almost verbatim)	Significance for evaluator
Interviewer	Is there anything about this theory which makes sense to you as you think about the 'Treasure Project' as a whole?	Interviewer asked for a focus on theory.....and allowed time for thought and went into 'learning mode.' (Pawson & Tilley, 1997 p.177)
HT1	I would certainly agree that the project was successful in promoting the emotional wellbeing of children and staff and is still funded by us because so it is long termed. It needs to be revisited because of changes in staff. Once the ethos is established, and the ethos is well established and perhaps in doing so we have learned what is best for us. Because of the ethos people are on board with nurturing children and recognising stress... there is no need to revisit whole school activities. It went well for the pupils for groups of pupils and some parts were really helpful, like the lunch time sessions. The one to one counselling was the single most effective strategy for the most challenged children. The ethos has to come from the leadership team, teaching staff and non-teaching staff and midday supervisors, cleaner, teachers, etc. – everybody. ...every single person.	The interviewer has learned that the theory describes the work of the project in this school. Key mechanisms: i) One to one counselling ii) Group work iii) whole school activities Effective context: i) whole school ethos around promoting children's mental health and emotional wellbeing ii) recognised need to up-skill staff

	Dialogue (almost verbatim)	Significance for evaluator
	<p>I don't know the training did actually change the environment because that was part of the school purpose in the first place.</p> <p>I opted into the project because APC1 was already doing some counselling here. We already had a Nurture Group in its infancy. We already recognised the need to up-skill staff to support children, it was embedded in the ethos.</p> <p>Whilst the children were engaged with some of the activities the theory is true. It is the case that their stress is reduced and their coping skills improved along with their emotional intelligence. It works well – however for some of those most vulnerable children... that work has to be ongoing ---- once the groups stop there is a gradual reduction in their ability to cope again and their behaviour starts again.</p> <p>Both work - counselling & group work.</p>	
Interviewer	What do you think it was about the 'Treasure Project' that enhanced children's mental health and emotional wellbeing in your school setting?	The interviewer wanted to know what it was about the 'Treasure Project' in particular that was helpful.
HT1	I think the actual member of staff who was delivering the direct work. APC1 has both the skills and the personality. She is certainly an effective member of staff at delivering the direct work. The children have liked the fact that it is somebody separate from school. They liked that it is in school – safe and familiar and with someone who is not teaching them. They also seemed to enjoy small group special 'me' time with staff and have their individual needs recognised, something that might be missing in their family lives perhaps...and of the quality of the lives of some of the children. The relationship is a parent/child one in the groups.... they can just be children with their own emotional needs.	<p>The interviewer learned:</p> <p>Key mechanisms:</p> <ul style="list-style-type: none"> i) APC1's skills and personality ii) APC apart from the school iii) support work took place in safe, familiar environment iv) group time v) individual needs recognised within group
Interviewer	What would you view as some of the key contexts that led to successful work with schools?	The interviewer used the language of Realistic Evaluation to cue HT1 into what she was seeking.
HT1	Trust in the school staff – parents as well not just children – not stigmatised – not been the case here – only two parents have chosen to withdraw in over 100 children. There have been good relationships between school staff and external provider - positive relationships between school staff and herso led to being successful...she understood school staff. She used to be a pupil herself. She has worked hard at fostering relationships.	<p>The interviewer has learned:</p> <p>Effective context:</p> <ul style="list-style-type: none"> i) parents and children have trust in school staff ii) non stigmatisation of children receiving support iii) APC already known to school <p>key mechanisms:</p>

	Dialogue (almost verbatim)	Significance for evaluator
		i) relationship between APC and school ii) knowledge of school
Interviewer	What would you view as some of the key mechanisms that led to successful work with schools?	Interviewer continued to use Realistic Evaluation language to enable discussion to take place at a theorising level.
HT1	<p>On whole school level so that everybody understood what we trying to achieve and engaging with the work - the PATH was a useful tool. For me as school leader it was a good indicator of how much staff understood where we wanted to be and their role in that was understood. They needed to know they had a role in that.</p> <p>The Therapeutic Storywriting, which I did as well. We felt it was over long and that it could have been condensed into a shorter training period. It was successful as an activity. I was led to believe that children were going to make these disclosures....that psychologically you could read a lot into the stories and there was a slightly over-analysis of things at the beginning. We were hoping it would be a mechanism to make disclosures, but this didn't happen. It did have a benefit...children had the small group support and there was a writing benefit, but I am not sure that emotionally it was the best tool.....it did support them emotionally.</p> <p>Counselling has been the most effective mechanism for us here, maybe because we were already doing quite a lot of therapeutic works... There are exceptional needs here. We have some extremely vulnerable children here.... their family circumstances impact on their capacity to learn...the counselling stabilises this.</p> <p>Zippy's Friends – The training was enjoyable, I went on this too. The teaching assistant has used that and shared the training. It is a useful tool. We are still using it for PHSE and it was part of developing an interest in Healthy Schools, etc.</p> <p>Lunch time supervisors training – This had limited success because of the quality of staff. Recruiting high quality people is a problem – it is a difficult job with poor remuneration. It is a specialised job and there is an issue with self esteem and self- confidence. There is a high turn over and engaging the staff in taking part in the training was an issue. There was a need to cover lunch time in a different way. They were also fearful of the training. They found it positive and useful ... not sure whether they still use it. It needs to be revisited.</p>	<p>The interviewer has learned:</p> <p>Key mechanisms:</p> <ul style="list-style-type: none"> i) PATH ii) Therapeutic Storywriting training iii) small group support iv) one to one counselling v) Zippy's Friends training vi) Zippy's Friends intervention vii) lunchtime supervisor's training <p>Effective context:</p> <ul style="list-style-type: none"> i) head teacher takes part in training for some of the approaches ii) head teacher has empathetic view of all staff iii) head teacher values all staff and supports their training at all levels
Interviewer	What do you think were the key influences that helped the project to develop in the way it did in	The interviewer wants HT2 to continue to theorise and to

	Dialogue (almost verbatim)	Significance for evaluator
	your school? Looking back, with your accumulated knowledge, what might you have changed? How would that fit with the theory?	reflect on the progress of the project over time.
	Key influence was the ambition and drive of senior leadership team in school for it to happen - giving it importance. Quality of the staff was another key influence. That the change was ongoing was huge.	The interviewer has learned that the head viewed the change in her school as huge. Effective context: i) ambition and drive of senior leadership team to give this work importance ii) quality of the staff
Interviewer	Was the fact that it was initially free a mechanism?	The interviewer wanted to confirm the APCs' theory.
HT1	That was extremely helpful.wonderful. The difficulty is the sustainability.	The theory was confirmed.
Interviewer	Did it build capacity in your school?	The interviewer wanted to know if HT2 acknowledged a change in her staff's capacity to promote mental health and emotional wellbeing.
	Yes it did. I suppose it is sustained in that in that staff are still using skills and strategies.	The interviewer has learned that HT2 recognises the long term impact of the project.

Before the interviewing began for this section Programme Theory 2 was shared with the head teacher.

Programme Theory 2

'Effective partnership work in the area of promoting mental health and emotional wellbeing of children gives staff clear advice, guidance and support, increases their knowledge about childhood disturbance, is able to provide local, contextual knowledge, is able to offer good continuity of care and accessibility and to act as a trusted link between home and school.'

	Dialogue (almost verbatim)	Significance for evaluator
Interviewer	Is there anything about this theory which makes sense to you as you think about your own partnership with the Area Project Coordinator?	Interviewer asked for a focus on theory.....and allowed time for thought and went into 'learning mode.' (Pawson & Tilley, 1997 p.177)
HT1	I agree with that. Promoting mental health of children is difficult when teaching staff reserves are low or are feeling negative towards the child. APC1 was good at being another person to support that child and remind everyone about that child's needs and mental health.	The interviewer has learned: Key mechanisms: i) work of APC raised understanding of child's needs.
Interviewer	What do you think it was about the way the Area Project Coordinator worked with your schools that led to the successful enhancement of children's mental health and emotional wellbeing in the school setting?	The interviewer wanted to know what it was about the 'Treasure Project's partnership in particular that was helpful.
HT1	She talked to the governors and had an understanding of the school context. Her passion, drive and enthusiasm. Her tenacity. Some people are less resilient than her. Her belief in what she does. She is effective at building positive relationships with people – got to know everybody – went on staff nights out – having a cup of tea in the staff room.	The interviewer has learned: Key mechanisms: i) presented to governing body of school ii) enthusiasm, drive, passion of APC iii) relationship with school staff

	Dialogue (almost verbatim)	Significance for evaluator
Interviewer	How would does the theory relate to this way of working with your school? How would you adjust it? (Interviewer talked about the Programme Theory 2 and suggested that it seemed more an expertise model and perhaps this might have been more appropriate to the 'medical model' view of mental health and emotional wellbeing promotion.)	The interviewer wanted to draw HT1's attention back to the theory.
HT1	The project outline is different to this. She has acted as a trusted link between home and school. She has been a positive link between home and school.	The interviewer has learned: Key mechanism: i) trust that she is a positive link between home and school
Interviewer	How did the support to your schools change and vary over time? What are your ideas or theories as to why the changes occurred? Was there anything changing in your school?	The interviewer wanted HT1 to think about how the project evolved over time.
HT1	Recognised the need in the school, auditing the needs in the school. Staff training - identified the parts we wanted to engage with. Implementing some of the learning that the staff had and building capacity – no need to visit PATH anymore. It was in the staff room and was shared with governors and visitors talked about it.	The interviewer learned: Key mechanism: i) audit of needs ii) staff training plan developed iii) PATH displayed in staffroom
Interviewer	Was the partnership necessary for the successful enhancement of children's mental health and emotional wellbeing?	The interviewer wanted to know if the APC was a key mechanism.
HT1	It was exceptional useful. How much was that down to the individual, I don't know. I have the utmost respect for APC1. It is important to have someone we consider part of the staff but is separate and has skills and expertise and training to a level that school staff don't have.	The interviewer has learned: Key mechanisms: i) skill and expertise of APC ii) outside support

Before the interviewing began for this section Programme Theory 3 was shared with the head teacher.

Programme 3

'School staff and/or volunteers supporting vulnerable children are better able to positively impact on their socio-emotional health if they have participated in training, received supervision and have followed through consistently with the approach they have been trained in when working with children over a period of time.'

	Dialogue (almost verbatim)	Significance for evaluator
Interviewer	Is there anything about this theory which makes sense to you as you think about the training of staff in your school?	Interviewer asked for a focus on theory.....and allowed time for thought and went into 'learning mode.' (Pawson & Tilley, 1997 p.177)
HT1	Yes. Training is vital. Really important to have high quality training – not sure about the consistencyas teachers we are taught to tweak things because of the response of children or contextual factors –	The interviewer has learned the theory was supported by HT2. Key mechanisms: i) high quality training

	Dialogue (almost verbatim)	Significance for evaluator
	<p>don't slavishly follow the programme – might do that at first – but there is continual evaluation....Do we need to do it any differently? Drawing upon all our other knowledge and skills.</p> <p>Training gives you the platform, e.g. schemes of work, its empowering, gives you confidence.</p>	<p>ii) flexibility of approach to being adapted by teachers</p> <p>iii) schemes of work</p> <p>iv) gives participants confidence</p>
Interviewer	What about the supervision bit.....or training over time?	The interviewer wanted to explore HT1's theory that some of the training was overlong.
HT1	It's helpful to revisit things, have to be thinking creatively, APC1 is a good sounding board so we can think if we could do anything differently....even now we ask her....	<p>The interviewer has learned:</p> <p>Key mechanisms:</p> <p>i) APC supported trained staff after training had ended</p>
Interviewer	What are your theories or ideas about the difference being trained makes to your school's capacity to successfully enhancement of children's mental health and emotional wellbeing in the school setting?	The interviewer wanted to know HT1's theories about training staff.
HT1	I think there are layers. Whole school training to establish ethos, selected staff members to deliver the programme, this built expertise, and they have then rolled that out and modelled it...used the model and taken it on.	<p>The interviewer has learned:</p> <p>Key mechanisms:</p> <p>i) whole school training</p> <p>ii) selected key staff to be trained</p> <p>iii) trained staff rolled out approach</p>
Interviewer	What was it about your school or your role as head teacher that supported the building of capacity through involvement with the 'Treasure Project'?	The interviewer wanted to find out about effective contexts.
HT1	I am responsible for the CPD, writing the SEf and Self Evaluation. I have conversations with lots of different people who may not have that conversation with each other. I have a good overall picture of what might need to be done....not being particularly hierarchical e.g. staff could come and say I would really like to do that training.....or new staff might have good skills but be anxious about their new role.....	<p>The interviewer has learned:</p> <p>Effective contexts:</p> <p>i) head teacher supports project</p> <p>ii) head teacher listens to staff's interest in training</p> <p>iii) head teacher believes in up-skilling staff</p> <p>iv) head teacher has a plan of how to build capacity in this area</p>
Interviewer	How did the training needs of the school vary over time?	The interviewer wanted to know about HT1's ideas about how the project evolved in her school.
HT1	Once ethos was established it could be built on it no need to reinforce this all the time. Don't need to say why we need to support children's emotional intelligence anymore only how not why. Big changes in staff might spoil that. When you first start out ...we are on the bus just deciding where the journey is to...anybody could be the driver ...but now it so well embedded in the school ethos that everybody accepts they have that responsibility and any of them could be the driver of the bus.	<p>The interviewer has learned:</p> <p>Effective context:</p> <p>i) ethos of school supports the promotional of children's emotional wellbeing</p> <p>ii) everybody accepts responsibility for children's wellbeing</p>

Before the interviewing began for this section Programme Theory 4 was shared with the head teacher.

Programme Theory 4

‘Vulnerable children’s mental health and emotional wellbeing is enhanced (O) through the participation in evidence-based interventions (M) delivered by trained adults.’

	Dialogue (almost verbatim)	Significance for evaluator
Interviewer	Is there anything about this theory which makes sense to you as you think about your work delivering intervention in schools as Area Project Coordinator?	Interviewer asked for a focus on theory.....and allowed time for thought and went into ‘learning mode.’ (Pawson & Tilley, 1997 p.177)
HT1	Yes. It entirely makes sense to me. We have noticed that some of the most children need that work to be ongoing or need to revisit which is what we have done. They revisit counselling when it is finished, or for short period, or APC1 sees them briefly at lunchtimes, etc.	The interviewer has learned: Key mechanism: i) availability of counselling support is flexible ii) counselling support continues informally after sessions have ended
Interviewer	What about those groups taken by staff, not the APC1?	Interviewer wanted HT1 to think about the ‘in-house’ support.
HT1	A lot of children, the middle layer of need, once taught strategies and when they feel more secure emotionally – if there are not a lot of external factors, they are able to hold on to that and no need to engage any in more therapeutic activities.	The interviewer has learned: Key mechanism: i) children are taught strategies
Interviewer	Was this more an early intervention?	Interviewer wanted HT1 to theorise more about the ‘middle layer’ of children.
	Yes. It all goes back to the funding – it’s something we need all the time.	The interviewer has learned that HT1 values external support is more valuable to her than internal support from staff.
Interviewer	What do you think it was that led to the successful enhancement of children’s mental health and emotional wellbeing through delivering small group interventions in your school setting?	The interviewer wanted to draw HT1’s attention to the small group interventions. The interviewer goes into learning mode.
HT1	Building of self-esteem and self-confidence. They have a voice in a small group situation, not ridiculed; they build trust, with other children and the adult leading the group, without having to work with the curriculum. There is a focus on emotional wellbeing.	The interviewer has learned: Key mechanism: i) trusted adult facilitating the group ii) non-curriculum content to group work iii) listening to children is a key part of the group work
Interviewer	Does this work need to be in a school setting?	The interviewer wanted HT1 to consider the setting of the group.
HT1	Yes. My experience to date about when children left to do this work it has less impact than when delivered at school which is a familiar constant in their lives.	The interviewer has learned: Effective context: i) intervention takes place in school
Interviewer	What was it about your role as head teacher that supported that supported group work taking place in your school?	The interviewer continued seeking information about the context.
HT1	I am in charge of timetabling, cpd, budget. I drive towards it happening.	The interviewer has learned: Effective context: i) practical support of head

	Dialogue (almost verbatim)	Significance for evaluator
		teacher is needed for interventions to take place
Interviewer	What do you think it was about your school staff's way of facilitating groups that led to the successful enhancement of children's mental health and emotional wellbeing in the school setting?	The interviewer wanted HT1 to focus again on her own staff facilitating groups.
HT1	I think it is because they are well known to the children and they can trust them and have a good relationship. Staff have a high level of knowledge and expertise. Their personal qualities - they are calm and caring and have effective behaviour management strategies. Children know the boundaries working in these groups. They feel safe. The staff are organised, well planned, well resourced and the lead person has shared plans and outcomes with the rest of the staff. They also have knowledge of individual children's needs. They know what's going on and their pastoral care is really good. They are good at sharing information.	The interviewer has learned: Key mechanism: i) staff known to children ii) staff have knowledge and expertise iii) calm, caring and have effective behaviour management strategies iv) children feel safe v) groups well organised and planned vi) groups are well resourced vii) plans shared with the rest of staff viii) information shared with staff
Interviewer	Has the group work continued in your school? What it is about your school that has enabled that to happen? Were there any school factors or other context factors that influenced the success of the group work?	The interviewer wanted to know whether the capacity built in the staff through training in approaches has been sustained.
HT1	Not consistently all the time but there are things that we revisit when the need arises and discuss strategies that we use. Group work is embedded as a tool. It is part of our provision map. The teaching assistant usually suggest it.	The interviewer has learned: Key mechanisms: i) group work is put in place as need arises ii) part of provision map iii) teaching assistants confident enough to suggest it as an intervention.
Interviewer	What would you view as some of the key mechanisms that led to effective support of children through the facilitation of small group work? <i>(Interviewer also wondered if one intervention was more effective than another.)</i>	The interviewer was interested in the difference between the interventions.
HT1	Not one more valuable than the other. It's staff skills that makes thing work, relationships, knowledge of children and children's contextual factors, positive relationships with parents, speaking with parents to gain information to help with delivery of direct work. It's that care of children, so straight forward and obvious to us. It is only when you meet others that do share the same vision you realise ...(one member of staff is not so nurturing in that way and just doesn't get it. They don't fit into the ethos)... realise then the ease of others with it... ability to emphasis with children and their difficulties. That's a fundamental one for me... need to care about the children.	The interviewer has learned: Key mechanisms: i) staff skills ii) positive relationships with parents Effective context: i) staff care about children and are nurturing

Appendix XXI: Realistic Interview – HT2

Realistic Interview of Head Teacher

Name: Head Teacher 2 P12 Date of interview: 27th April, 2010.
Interviewer: Deborah Shepherd

Before the realistic interview is conducted the interviewer should thank the interviewee for taking part in the follow up interview to the questionnaire. She should assure them that they would remain completely anonymous and that no records of the interview would be kept with their name on and that neither the school, nor themselves would be identifiable. She should explain that the data from the interviews would be kept in a password protected computer file.

The interviewer should explain that the purpose of the interview is to think about the trained staff member's ideas or theories about the effectiveness and successfulness of:

- 1) the 'Treasure Project' in general
- 2) capacity building to meet children's mental health and emotional needs in school
- 3) the role of the Area Project Coordinator

An overview of Realistic Evaluation should be given and the interviewer should explain that she is seeking to find out about Contexts and Mechanisms that may have led to the successful outcomes in their school. It should be explained that the Area Project Coordinator (APC) had picked their school as a successful school for the 'Treasure Project'.

The head teacher should be given the completed Head Teacher Questionnaire with the list of 'Treasure Project's activities that had taken place in the school. They should also given a copy of the Programme Specification with the 4 Programme Theories and be informed that these theories would be shared with them before each section of the realistic interview.

Before the interviewing began for this section Programme Theory 1 was shared with the head teacher.

Programme Theory 1

'A project which is successful in promoting mental health and emotional wellbeing of children is long term, school-based, multi-faceted, multi-levelled and works at changing the institution and environment as well as individuals so that those elements such as organic factors, stress and exploitation are decreased and children's coping skills, self-esteem and social supports are increased.'

	Dialogue (almost verbatim)	Significance for evaluator
Interviewer	Is there anything about this theory which makes sense to you as you think about the 'Treasure Project' as a whole?	Interviewer asked for a focus on theory.....and allowed time for thought and went into 'learning mode.' (Pawson & Tilley, 1997 p.177)
HT2	<p>I think obviously you need to make sure it is long term because you need to make sure the impact is long term no point if it is only affecting a few children for a short time. Therapeutic Storywriting(TSW) made people more aware of what TSW could do and which children could benefit from TSW. We did it for about 3 years after the training. Some were staff annoyed because they haven't all been able to continue with TSW groups. We haven't had that many children who needed it.</p> <p>Most of the issues are led from the top and top initiated. What I have found because we spread it out amongst the staff everybody became more aware and everybody felt that they had a place in recognising difficulties and saying that child had this or maybe we could do this. Everyone felt they had a part to</p>	<p>The interviewer has learned:</p> <p>Key mechanisms:</p> <ul style="list-style-type: none"> i) long term ii) Therapeutic Storywriting iii) delivery of intervention iv) matching intervention to need v) training of listening mentor vi) PATH v) modelling approach with children for staff to observe vi) Zippy's Friends vii) Therapeutic Storywriting training <p>Effective contexts:</p>

	Dialogue (almost verbatim)	Significance for evaluator
	<p>play. It seems silly in a way; one of the things that has been missed is the listening mentor at playtimes. I employed another lunchtime supervisor. It's another lady who hasn't had training and has a different role. It has not had the same impact. When we had the listening mentor before the children could chose to go to her. This made a big difference. The children liked to have somewhere to go at playtime and chat.</p> <p>Whole PATH was a good bonding exercise. I didn't do the Quality Circle Time training. The Quality Circle Time training was led by APC2 and people were very impressed with that, particularly as it was a difficult group. It was really good to watch someone doing something really well with children that all are difficult.</p> <p>Quality Circle Time is still happening in school, but it is more sporadic. It is more around specific need.</p> <p>Zippy's Friends is definitely embedded in Class 2 now. I know she enjoys Zippy's Friends.</p> <p>Lots of us did Therapeutic Storywriting including myself. We were able to support each other, anyone who needed that....one of the teaching assistants supported another schools to do that. We also offered it to Anker Valley schools because we had so many people trained, but this offer was not taken up.</p>	<p>i) head teacher leads from the top ii) everyone feels part of the focus on mental health and emotional wellbeing iii) interventions are put in place</p>
Interviewer	Anything else that might go along with the theory?	Interviewer wanted HT2 to return to the theory.
HT2	<p>Changing the institution and environment. That's a tricky one because how long does it last, for example, Zippy's Friends. Next year there will be a new teacher, will she carry it on? Has it just changed the staff now and will that change when they go? I'm sure not sure. When the people go - next year I will go. If the person at the top says no, do things stop? Everybody is definitely more aware, I don't think you can change that - you are not going to lose that. They are much more aware. One of my midday supervisors who didn't have the training - her attitudes are a very long way from the others' attitudes. She is going back about 10 years in how dinner ladies behave. It is an interesting difference...is that a personality thing... or because she hasn't had the training?</p> <p>If you notice the signs and get the professionals involved - to have an organisation which is on offer and having seen what people can do and this was a tremendous strength. We have taken an offer of a school counsellor and we are the only one of the XXXX schools to do this. We have an openness to get outside agencies involved. We realise what other</p>	<p>Interviewer has learned that HT2 has thought about her school as whole with regard to the ideas and ethos behind the project.</p> <p>Key Mechanism: i) training for all levels of staff ii) good access to support and advice for parents iii) easy access to advice and appropriate interventions</p>

	Dialogue (almost verbatim)	Significance for evaluator
	people can do. Parents saw the Educational Psychologist involved with the 'Treasure Project' SEP – it was excellent to be able to offer that, really good to offer that at the point the need.	
Interviewer	What do you think it was about the 'Treasure Project' that enhanced children's mental health and emotional wellbeing in your school setting?	The interviewer wanted HT2 to think about any key mechanisms that the 'Treasure Project' might have had.
HT2	I think it was whole staff awareness. It heightened all staff's awareness of issues. Staff were informed as to what was on offer and everyone was more aware of how to access it and knew to tell someone so that something could be done. They had more confidence that they knew they were doing the right thing here. There was an element of team work- the PATH day really pulled people together.	The interviewer has learned: Key mechanisms: i) whole staff awareness ii) knowledge of what was on offer iii) built staff confidence through support and training iv) PATH pulled people together
Interviewer	What would you view as some of the key contexts that led to successful work with schools?	The interviewer begins to use the language of Realistic Evaluation to draw HT2 back to theory.
HT2	Very important relationship between school and the link person. Being able to have one person was good. She was very positive and full of ideas that we do. She was always prepared to be hands on and be proactive. She worked with lots of groups of children. We are an open school, always prepared to accept support from an outside agency. There are always things that we are not expert in. We are able to sign post if there was an issue. As a school we take all the help that we are offered.	The interviewer has learned: Key mechanisms: i) link person (APC) ii) APC willing to be hands on iii) working with groups of children iv) positive support (APC) v) full of ideas (APC) Effective context: i) school willing to take help offered ii) school seeks expertise from others iii) school able to recognise when there is a need for external agency to be involved
Interviewer	Anything else about the context of your school?	The interviewer wanted HT2 to think more deeply about context.
HT2	Because we are a small school everybody knows each other. It's more like a family. APC2 felt like part of that family. She got to know the children really well and could pick up quite quickly if there was an issue.	The interviewer has learned: Effective context: i) small school ii) APC treated as a member of staff
Interviewer	What would you view as some of the key mechanisms that led to successful work with schools?	The interviewer continued to use the language of Realistic Evaluation to allow HT2 to analyse mechanisms.
HT2	Whole school INSET.	The interviewer has learned: Key mechanism: i) whole school INSET
Interviewer	Does that one stick out?	The interviewer wanted to clarify what the head teacher meant.
HT2	That's the one. Because everyone was involved at the	The interviewer has learned that

	Dialogue (almost verbatim)	Significance for evaluator
	<p>same time. It was a very nice training day, a nice experience. People still remember it. The poster is still up. We did those things and still do them, for example, going out for a meal together. The idea of that PATH i.e. we are all in together and that's where we want to be. People got quite emotional that day which was excellent.</p> <p>Thinking of the children at that particular time. A couple of them we were quite concerned about and TS3 the work that she got out of them was amazing. For individual children it made a big difference to them.</p> <p>I can't speak about the training for Zippy's Friends, but it had a huge impact.</p> <p>The lunchtime supervisors training as part of the Happier Playtimes Project was a mechanism. And the listening mentor who will still have, but she is now a teaching assistant. We chose her because of her quiet gentle nature anyway. So in a way it was a mechanism for taking her forward.</p>	<p>the PATH was a highly effective mechanism for this head teacher.</p> <p>Key mechanisms:</p> <ul style="list-style-type: none"> i) PATH ii) Therapeutic Storywriting iii) evidence of impact of intervention shared with staff group iv) Zippy's Friends v) lunchtime supervisor's training vi) Happier Playtimes Project vii) Listening mentor viii) choice of staff to be trained
Interviewer	What do you think were the key influences that helped the project to develop in the way it did in your school? Looking back, with your accumulated knowledge, what might you have changed?	The interviewer wanted HT2 to look back over time.
	Key influences - this was the whole school thing to get all staff on board. Everyone felt ownership and was on board. Also APC2, the link person, actually became part of our team. She was seen as part of the team.	<p>The interviewer has learned:</p> <p>Key mechanism:</p> <ul style="list-style-type: none"> i) whole school approach ii) link person viewed as part of team
Interviewer	Was the fact that it was initially free a mechanism?	The interviewer wanted to bring in knowledge from the APC's interviews and check this with head teachers.
HT2	Definitely.	<p>The interviewer has confirmed that the APCs' theories.</p> <p>Key mechanism: no cost service delivery</p>
Interviewer	Did it build capacity in your school?	The interviewer wanted the head teacher to confirm that the school was more able to promote mental health and emotional wellbeing.
	Yes, definitely.	

Before the interviewing began for this section Programme Theory 2 was shared with the head teacher.

Programme Theory 2

'Effective partnership work in the area of promoting mental health and emotional wellbeing of children gives staff clear advice, guidance and support, increases their knowledge about childhood disturbance, is able to provide local, contextual knowledge, is able to offer good continuity of care and accessibility and to act as a trusted link between home and school.'

	Dialogue (almost verbatim)	Significance for evaluator
Interviewer	Is there anything about this theory which makes sense to you as you think about your own partnership with the Area Project Coordinator?	Interviewer asked for a focus on theory.....and allowed time for thought and went into 'learning mode.' (Pawson & Tilley, 1997 p.177)
HT2	Obviously the first part – clear advice, guidance and support. All of that definitely. Local contextual knowledge...local in the sense of other schools and XXXXXXXX...good continuity link with the High School. It did help to develop links between home and schools - offering things for parents so they could take part. <i>(looking at the theory)</i> ...not so much really, but certainly first part advice, guidance and support and increasing knowledge about children.	The interviewer has learned that HT2 agrees with the theory to a great extent.
Interviewer	What do you think it was about the way the Area Project Coordinator worked with your schools that led to the successful enhancement of children's mental health and emotional wellbeing in the school setting?	The interviewer wanted to know about mechanisms specific to APC2.
HT2	Whole staff training. Always offering advice. Keen to come in and support. Worked a lot with staff, not in isolation. She was observed by staff working with a difficult group. She organised the Fun Day with other schools. This was a link bit between home and school.	The interviewer has learned: Key mechanisms: i) whole staff training ii) advice iii) able to come in and support iv) worked with staff v) observed by staff vi) organised Fun Day
Interviewer	How do you think it went?	The interviewer wanted to know about the impact of the Fun Day.
HT2	It went really well. Some of the staff went and they were very positive about it. That was before Extended Schools hit and in some ways the 'Treasure Project' was ticking the boxes for Extended Schools. We greatly miss not having the 'Treasure Project' link person in school regularly not at the end of a phone. People who come in from the Local Authority don't know the school at the moment so not the same kind of link.	The interviewer learned: Key mechanism: i) having APC2 in school
Interviewer	How would does the theory relate to this way of working with your school? Would you adjust it? <i>(Interviewer talked about the Programme Theory 2 and suggested that it seemed more an expertise model and perhaps this might have been more appropriate to the 'medical model' view of mental health and emotional wellbeing promotion.)</i>	The interviewer wanted to know if the head teacher was able to adjust the theory.
HT2	No, just more of APC2!	The interviewer has learned that there has been some reliance on APC2.
Interviewer	How did the support to your schools change and vary over time? What are your ideas or theories as to why	The interviewer was interested in the changing of support over

	Dialogue (almost verbatim)	Significance for evaluator
	the changes occurred?	time.
HT2	I felt the relationship developed and as APC2 got to know the school and staff more it enhanced what she provided as she knew where our needs were. We are an open school to new ideas. Some schools are a bit of closed door and will say No! Leave us alone. APC2's support improved as she got to know what we needed and we knew what she could deliver. We trusted what she could deliver.	The interviewer has learned: Key mechanism: i) APC2's knowledge of the school ii) trust developed between APC2 and school Effective context: i) school open to working with outside agencies
Interviewer	Was the partnership necessary for the successful enhancement of children's mental health and emotional wellbeing?	The interviewer wanted to know about the need for APC2 as a key mechanism for taking forward the school's development.
HT2	Yes.	HT2 affirmed the need for this.
Interviewer	Which bit?	The interviewer wanted HT2 to think more deeply about the mechanisms involved with the support from APC2.
HT2	To have a person - to have someone who actually came out and did.	The interviewer has learned that main mechanism was that APC2 was able to come out to the school and do something.

Before the interviewing began for this section Programme Theory 3 was shared with the head teacher.
Programme 3

'School staff and/or volunteers supporting vulnerable children are better able to positively impact on their socio-emotional health if they have participated in training, received supervision and have followed through consistently with the approach they have been trained in when working with children over a period of time.'

	Dialogue (almost verbatim)	Significance for evaluator
Interviewer	Is there anything about this theory which makes sense to you as you think about the training of staff in your school?	Interviewer asked for a focus on theory.....and allowed time for thought and went into 'learning mode.' (Pawson & Tilley, 1997 p.177)
HT2	Definitely. It all makes sense. My staff, particularly the staff that tend to work with these more vulnerable children tend to be teaching assistants. They had all been trained and were much more confident, they were keen to go. They had the mindset that they wanted to go on training. It is no good just training one person, you need to train the group to have the same approach, saying the same things, a whole school approach is much better – you need consistency. Children like that and need consistency.	The interviewer has learned: Key mechanisms: i) training teaching assistants ii) teaching assistants wanted to be trained iii) Effective context: i) consistent approach across the school. ii) head teacher supports training of staff
Interviewer	What about the supervision bit.....or training over time?	The interviewer wanted to know whether HT1's theory about the training is also supported by HT2.
HT2	Yes...I think if you have training over time gives you the opportunity to embed the theory, practice and think about it before the next session. It's more important and has more effect, is sustained in your mind over a longer period.	The interviewer has learned: Key mechanisms: i) training over time allows for the embedding of theory ii) training groups of people

	Dialogue (almost verbatim)	Significance for evaluator
	Supervision – that’s a tricky one. A group of people trained together supported each other and discussed it with each other. They are a very good group and could work through things together.	together allows them to support each other
Interviewer	What are your theories or ideas about the difference being trained makes to your school’s capacity to successfully enhancement of children’s mental health and emotional wellbeing in the school setting?	The interviewer is interested in HT2’s theories about training staff and building capacity.
HT2	I have covered this already. If staff, if everybody is aware and knows what to look for there is less likelihood of anything slipping through the net. APC1 was happy to come and talk about a problem. What do you think about this..? ...everyone, teaching assistants, lunchtime supervisors, teachers, everyone feels they can have an input.	The interviewer has learned that HT2 has a firm belief in everyone being aware of children’s needs so that they could be addressed. Key mechanisms; i) all staff being trained ii) availability of APC to talk over a problem Effective context: i) all staff’s views about children are respected
Interviewer	What about the bit about working with them over time?	The interviewer is looking for confirmation that this is a key mechanism.
HT2	Training over time gives an opportunity to embed theory and put it into practice. It has a more long term effect. Makes it more important. It creates a group of people to support each other, for example, in Therapeutic Storywriting. We discussed it together and I have passed all my notes on to someone.	The interviewer has learned: Key mechanisms: i) training over time has a more long term effect ii) creates a group of people to support each other
Interviewer	What was it about your school or your role as head teacher that supported the building of capacity through involvement with the ‘Treasure Project’?	The interviewer wanted to know about HT2 awareness of the school context and/or mechanisms that helped the project to be effective.
HT2	It’s an openness, not being a closed door. A willingness to hear and accept ideas. Its time consuming. A lot of activities took place and as a head I needed to say that it is important. It took priority over other things. I needed to say that’s important. It needs the person at the top to make high level decisions and say yes.	The interviewer has learned that HT2 firmly believes her school is an open school. Effective context: i) open school ii) willingness to hear and accept ideas iii) head needs to prioritise focus on emotional wellbeing
Interviewer	How did the training needs of the school vary over time?	The interviewer wanted to know about the changing context of the school.
HT2	It was as we found out more about what was on offer. It is a bit like opening up a can of worms - the more you know, you start to look under the surface of children....(conversation takes place about 2 children)	The interviewer has learned that: Key mechanism: i) knowledge of what was available to the school

Before the interviewing began for this section Programme Theory 4 was shared with the head teacher.

Programme Theory 4

‘Vulnerable children’s mental health and emotional wellbeing is enhanced through the participation in evidence-based interventions delivered by trained adults.’

	Dialogue (almost verbatim)	Significance for evaluator
Interviewer	Is there anything about this theory which makes sense to you as you think about your work delivering intervention in schools as Area Project Coordinator?	Interviewer asked for a focus on theory.....and allowed time for thought and went into ‘learning mode.’ (Pawson & Tilley, 1997 p.177)
HT2	Obviously the Therapeutic Storywriting. That had a big impact. The children who TS3 worked with, the first group....she produced amazing work and shared it with us. The children really loved going in the group. The teachers said the Quality Circle Time that was delivered by APC2 was inspirational. I know that C (<i>other part-time HT</i>) was involved with the Happier Playtimes Project and some of the parents took part in it. It made a big difference. Zippy’s Friends is still happening.	The interviewer has learned: Key mechanisms: i) Therapeutic Storywriting intervention ii) Quality circle time training iii) Happier Playtimes Project iv) Zippy’s Friends HT2 was confirming PT 4.
Interviewer	What about those groups taken by staff, not the APC1?	The interviewer was interested in the perceived difference between school staff delivering the groups and APC2.
HT2	Difficult to know. I think there was a difference because it was new to us...a confidence thing whereas APC1 knew what she was doing...was confident. Staff do transition work now. They have changed it slightly.	The interviewer has learner: Key mechanisms: i) confidence in staff group ii) willingness to adapt work iii) transition work
Interviewer	Was this more an early intervention?	The interviewer wanted HT2 to think about her ideas around the work that staff do with children.
	Yes. It was early intervention and it was the school doing something rather waiting for it to get to such a stage that outside agencies were needed.	The interviewer has confirmed that HT2 was confident that school was able to deal with children’s mental health and emotional wellbeing difficulties.
Interviewer	What do you think it was that led to the successful enhancement of children’s mental health and emotional wellbeing through delivering small group interventions in your school setting? Anything about group work as opposed to one to one?	The interviewer is seeking HT2’s theories about group work as opposed to individual work.
HT2	Yes. I think if you are working in a small group you don’t feel singled. Children don’t like to feel different. They are more prepared to take part. Parents accept it more and don’t ask ‘Why is my child being singled out for this?’	The interviewer has learned: Key mechanism: i) group work more acceptable to children and parents
Interviewer	Does this work need to be in a school setting?	The interviewer wanted the HT2 ideas about where the group support should take place.
HT2	Yes, otherwise it is not as effective because it	The interviewer has learned that

	Dialogue (almost verbatim)	Significance for evaluator
	becomes separate from the school and does not become part of the way school. The people in school know about it and it is part of that whole school awareness of the difficulties in the groups.	by the group support happening in school it becomes part of the fabric of the school and also raises staff awareness of the difficulties in the group.
Interviewer	What was it about your role as head teacher that supported that supported group work taking place in your school?	The interviewer was curious as to whether HT2 had been supported to group work intentionally.
HT2	Obviously I had to make sure the staff were available and sometimes rejig the space around, employ more support staff. There is an openness to allow it to happen - willingness.	The interviewer has learned: Effective context: i) head teacher enables group work to take place in school
Interviewer	Would the fact that you went on training contribute to this?	The interviewer wanted to know if head teachers going on training is a key mechanism.
HT2	Yes – it gave me an awareness and the PATH kick started it.	The interviewer has learned: i) key mechanism for head teacher to be involved in both specific training and for whole school development INSET work
Interviewer	What do you think it was about your school staff's way of facilitating groups that led to the successful enhancement of children's mental health and emotional wellbeing in the school setting?	The interviewer wanted to know about HT2's knowledge of what was happening in the groups and staff skill level.
HT2	I think they have an openness to learn and a willingness to thinkto want to better their practice. If the staff think it is going to benefit the children they are happy to put in that extra bit and do something about it. We are part of a family and will want to work together to do that. We are open to new information.	The interviewer has learned: Effective context: i) head teacher encourages teaching assistants to be trained ii) school is open to new ideas iii) staff willing to put in 'extra bit' to benefit the children iv) staff work together
Interviewer	Has the group work continued in your school? What it is about your school that has enabled that to happen? Were there any school factors or other context factors that influenced the success of the group work?	The interviewer wanted to know about the school context and has used Realistic Evaluation language to draw HT2's attention to theory.
HT2	Some has. Willingness of staff and staff seeing the benefits and being prepared to put in the extra work. TSW – sometimes I need to do something for it to happen, for example, employ extra teaching assistants. Quality Circle Time does. Zippy's Friends - staff plan for that themselves.	The interviewer has learned: Effective contexts: i) willingness of staff to put in extra work ii) head teacher supports interventions taking place by employing extra staff
Interviewer	What would you view as some of the key mechanisms that led to effective support of children through the facilitation of small group work? (<i>Interviewer explains what mechanisms means again.</i>)	The interviewer wanted to know about HT2's theories about group work.
HT2	I suppose a key factor was the time it was delivered and the setting. I think that it was important that it took place in school. It gave a certain level of	The interviewer has learned: Effective context: i) given time to delivery group in

	Dialogue (almost verbatim)	Significance for evaluator
	importance to it – it says that it is as equally important as maths, etc. The staff are involved. The children do appreciate it - they do feel special in a small group. They do feel special.	school time ii) took place in school iii) given same importance as other lessons iv) school staff deliver it v) children feel special in a group
Interviewer	Is there anything from training that you brought into your other group work?	The interviewer wants to know about HT2's direct delivery of interventions.
HT2	Lots. Need to share with the children the reasons they are there... <i>(story about a child who disliked the group at first and changed his mind)</i>	The interviewer has learned that even the head teacher has not delivered Therapeutic Storywriting she was able to use her understanding of the model to support group work in school.
Interviewer	Did you use the ideas from Therapeutic Storywriting?	The interviewer wanted to confirm her theory and close the interview.
HT2	It is something that it is my mind when I read pieces of work...most influential...	The interviewer has learned that training has influenced the HT2's understanding of the interventions taking place in schools and increased her understanding of children's emotional needs.

Appendix XXII:

Realistic Interview – TS1

Realistic Interview of Trained Staff

Name: Trained Staff 1 P20 Date of interview: 22nd April, 2010.
Interviewer: Deborah Shepherd

Before the realistic interview is conducted the interviewer should thank the interviewee for taking part in the follow up interview to the questionnaire. She should assure them that they would remain completely anonymous and that no records of the interview would be kept with their name on and that neither the school, nor themselves would be identifiable. She should explain that the data from the interviews would be kept in a password protected computer file.

The interviewer should explain that the purpose of the interview is to think about the trained staff member's ideas or theories about the effectiveness and successfulness of:

- 1) the 'Treasure Project' in general
- 2) capacity building to meet children's mental health and emotional needs in school
- 3) the role of the Area Project Coordinator

An overview of Realistic Evaluation should be given and the interviewer should explain that she is seeking to find out about Contexts and Mechanisms that may have led to the successful outcomes in their school. It should be explained that the Area Project Coordinator (APC) had picked their school as a successful school for the 'Treasure Project'.

The trained staff member should be given the completed Head Teacher Questionnaire with the list of 'Treasure Project's activities that had taken place in the school. They should also given a copy of the Programme Specification with the 4 Programme Theories and be informed that these theories would be shared with them before each section of the realistic interview.

Before the interviewing began for this section Programme Theory 1 was shared with the trained staff member:-

Programme Theory 1

'A project which is successful in promoting mental health and emotional wellbeing of children is long term, school-based, multi-faceted, multi-levelled and works at changing the institution and environment as well as individuals so that those elements such as organic factors, stress and exploitation are decreased and children's coping skills, self-esteem and social supports are increased.'

	Dialogue (almost verbatim)	Significance for evaluator
Interviewer	Is there anything about this theory which makes sense to you as you think about the 'Treasure Project' as a whole?	Interviewer asked for a focus on theory.....and allowed time for thought and went into 'learning mode.' (Pawson & Tilley, 1997 p.177)
TS1	Yes, it all does.	
Interviewer	Anything that sticks out?	Interviewer draws TS1's attention to the theory again.
TS1	<p>Long term I think that has been really helpful – I don't think the 'Treasure Project' has changed the school. All of our staff have a very caring and nurturing side to their personality – all of them – that was as it was anyway.</p> <p>Even though I did the Zippy's Friends training – quite a while ago now - I have consistently dipped in and out of and I haven't necessarily done it as it is supposed to be done all the time ...I do parts of it now and again. It has always been there to refer to. I have been impressed with it. I was also impressed with Therapeutic Storywriting and APC1 She is like a member of staff, the children see her as part of our school staff I think. She is around school a lot. The children know her, she is a familiar face. The</p>	<p>Key mechanisms:</p> <p>i) long term nature of project ii) Zippy's Friends training and resources iii) Therapeutic Storywriting vi) Creative Sparks</p> <p>Effective Context:</p> <p>i) APC1 – like a member of staff</p>

	Dialogue (almost verbatim)	Significance for evaluator
	Creative Sparks after school group has reached out to all children, not just those in emotional need who might know her through her counselling role. She is part of us really.	
Interviewer	What do you think it was about the 'Treasure Project' that enhanced children's mental health and emotional wellbeing in your school setting? (The interviewer shows the list of activities that happened in P20 school.)	Interviewer is asking the trained staff member to present her own theories or ideas around the project's mechanisms and goes into 'learning mode'.
TS1	I think the ZF programme has enhanced my PHSE programme in school. I used to do that with KS 1 and KS2. It has enhanced our PHSE provision. My gut feeling is that I feel that the children responded really well to it. It helped them to understand their feelings and to cope with them. Having done ZF again, just yesterday, the children got a lot out of it...it has helped them with their feelings and how to cope.	Key mechanisms: i) Zippy's Friends programme.
Interviewer	Any change in Quality Circle Time after training?	The interviewer is seeking trained staff member's opinion and views as a member of the wider staff team. She is curious as to whether the head teacher's perceptions are the same as the staff.
TS1	No change really. It is something that is important and useful to do that works. It is part of the culture anyway, but this tends to be in response to something that has happened rather than build on it regularly. PATH was a really good day - all the staff enjoyed it. I am not sure whether it has changed anything. I can't comment on lunch time supervisor training. I haven't done the Therapeutic Storywriting for a long time. I have used bits of it. When I initially did it was a real learning curve even though I had done the training. The children who I thought could have benefitted from it couldn't benefit from it because they couldn't write very well – this was problematic - dealing with the group was difficult. Getting the grouping right is important. The children enjoyed it and pulled you up if you missed a session.	Key mechanism: i) TSW ideas
Interviewer	What would you view as some of the key contexts that led to successful work with schools?	Interviewer begins to use the language of realistic evaluation to remind TS1 to think about specifics with regard to contexts.
TS1	I think the ethos of the school was already nurturing and caring for the children's emotional wellbeing. We already had that in place. It was useful to have the resources and ideas to help the children more effectively. It has not changed my practice but enhanced it some ways by giving me more ideas.	Key contexts: i) nurturing nature of school Key mechanism i) resources and ideas from TP
Interviewer	What would you view as some of the key mechanisms	Again the interviewer is asking

	Dialogue (almost verbatim)	Significance for evaluator
	that led to successful work with schools?	the TS1 to theorise around the project's mechanisms. The interviewer goes into 'learning mode'.
TS1	<p>I like the structure of Zippy Friends. I like the stories and the characters appeal to the children. I made a Zippy and that was popular. I use it at other times, like circle time and the children pass it around. It's (<i>Zippy's Friends programme</i>) very clear each week with a different emotion and circumstances. Where there was a real need I would supplement it with an extra session to do it for longer or in different ways e.g. 'feeling nervous' was difficult for them yesterday even when they did the role play. We are going to do some more next week on 'feeling nervous' next time. I like the structure and children love Zippy.</p> <p>It is a long time ago since I did the Therapeutic Storywriting, but I have been in conversation with colleagues in the school who have recently being delivering. It is a useful tool. Some of the children in her group have lost their parents and it is one of the tools that have supported them and gives them an outlet for lots of their emotions that they were not really expressing anyway else.</p> <p>Need the right group of children for Therapeutic Storywriting - need a balance of children and need to think carefully who they might be. I have not had an opportunity to deliver a group just recently because of timetabling.</p>	<p>TS1 begins to be more specific about the mechanisms in Zippy's Friends:</p> <ul style="list-style-type: none"> i) stories and characters appeal to children ii) Zippy iii) clear weekly plans, covering different emotions and circumstances, good structure <p>The TSW is also named as a useful tool. Key mechanisms there:</p> <ul style="list-style-type: none"> i) group outlet for lots of their emotions ii) need balanced group
Interviewer	So you are saying that 'timetabling' would be a key mechanism to contribute to the success of the intervention?	Key mechanism; i) time tabling
TS1	Yes.	
Interviewer	Looking back, with your accumulated knowledge, what might you have changed? How would that fit with the theory?	Interviewer is seeking PS 1's reflections on the project.
TS1	Probably say more APC1 time please. I think some of the training could have been condensed and made shorter – sometimes there was a pressure thinking about what you could be doing instead....e.g. TSW training could have been shorter.	Key mechanism; i) shorter training

Before the interviewing began for this section Programme Theory 2 was shared with the trained staff member.

Programme Theory 2

'Effective partnership work in the area of promoting mental health and emotional wellbeing of children gives staff clear advice (M), guidance and support, increases their knowledge about childhood disturbance, is able to provide local, contextual knowledge, is able to offer good continuity of care and accessibility and to act as a trusted link between home and school.'

	Dialogue (almost verbatim)	Significance for evaluator
Interviewer	Is there anything about this theory which makes sense to you as you think about your own partnership with the Area Project Coordinator?	Interviewer is asking for a focus on theory again.....and allows time for thought and goes into 'learning mode.' (Pawson & Tilley, 1997 p.177)
TS1	I certainly had lots of clear guidance and advice from APC1. I would get advice about children I was working with and this increased my knowledge about children e.g. selective mutism. I don't think the local continuity part is true. She does provide a great link between home and school not sure about community.	The interviewer has learned that the theory does not quite describe the school's partnership with APC1.
Interviewer	What do you think of when you think of your partnership with APC1?	The interviewer wanted to know about TS1's theories about her partnership with APC1.
TS1	Support first thing...having her to talk to and share things with...ask her advice about children... practical advice ...things to try. I value her insight into the children. We are often working with the same ones for a different reasons e.g. I might be working with them for learning and she might be working with them for emotional reasons. It's useful to talk to her... not in great detailsjust what might work, etc.	The interviewer has learned: Key mechanisms: i) availability for consultation ii) APC1 insight into children iii) practical advice
Interviewer	What do you think it was about the way the Area Project Coordinator worked with your schools that led to the successful enhancement of children's mental health and emotional wellbeing in the school setting?	The interviewer wanted to know about TS1's theories about the way APC1 worked with the school as part of the 'Treasure Project'.
HT1	Got a lot to do with personality and the way she fits into our school. She's lovely that helps build good relationships, staff respect her and recognise the importance of what she is doing... the regularity of visits....time to talk...she is always in the staff room... she makes herself available...she does not just pop in...	The interviewer has learned: Key mechanisms: i) personality of APC1 ii) respect for APC's work iii) regularity of visits iv) known to staff
Interviewer	How did the support to your school or you vary over time? What are your ideas or theories as to why the changes occurred?	This time the interviewer is interested in knowing the ideas and theories which the TS1 has about changes in support to school over time.
TS1	Can't answer that ... the nature of some of things she has done has changed...but the project has been constantnot been able to forget about the 'Treasure Project'... always something arranged....	The interviewer has learned: Key mechanism: i) regularity of things happening in school keeps project in mind
Interviewer	What about the feelings of other staff members?	The interviewer wanted to know about TS1's perception of the main staff body's ideas about the 'Treasure Project'.
TS1	I think the whole school INSETs have been useful to raise staff awareness of the project. Unless you are directly involved you might not be aware ..if you asked other members of staff ...they might not be	The interviewer has learned: Key mechanism: i) whole school INSETs

	Dialogue (almost verbatim)	Significance for evaluator
	aware of the other things that happened...they would be aware of APC1's counselling work, but may not be aware of links to the 'Treasure Project'.	
Interviewer	Was the partnership necessary for the successful enhancement of children's mental health and emotional wellbeing?	The interviewer wanted to know about whether the contact with APC1 was a key mechanism.
TS1	Not really necessary.... but it has been a positive thing. We would have found other ways... emotional wellbeing is important to the head and she would have found other ways.	The interviewer has learned that the relationship was a key mechanism, but perhaps not essential to supporting children's mental health and emotional wellbeing in this school.
Interviewer	Were there any school factors or other context factors that influenced the success of your support to the school? How might this relate to the theory?	The interviewer wanted to know what was different about this school context.
TS1	I think she (<i>the head teacher</i>) is always looking for the best for our children... there are a lot of children with emotional difficulties here ...she is aware of how important it is to support the children and try new things...	The interviewer has learned: Effective context: i) head teacher empathetic to children's emotional needs ii) head teacher willing to put new interventions in place
Interviewer	Was there anything different about the 'Treasure Project' than other projects or interventions?	The interviewer was interested in how the 'Treasure Project' compared to other projects.
TS1	One to one counselling... access to thatcome to the school.	The interviewer has learned (once again) that the one to one counselling was a key mechanism for support.

Before the interviewing began for this section Programme Theory 3 was shared with the trained staff member.

Programme 3

'School staff and/or volunteers supporting vulnerable children are better able to positively impact on their socio-emotional health if they have participated in training, received supervision and have followed through consistently with the approach they have been trained in when working with children over a period of time.

	Dialogue (almost verbatim)	Significance for evaluator
Interviewer	Is there anything about this theory which makes sense to you as you think about your own training?	Interviewer is asking for a focus on theory again.....and allows time for thought and goes into 'learning mode.' (Pawson & Tilley, 1997 p.177)
TS1	All of it ... I think that is true about any support...it is most effective when those things are in place... I know they can't always be...	The interviewer has learned that the theory seemed to match practice.
Interviewer	What impact did the training have on your own practice?	The interviewer wanted to learn about TS1's theories about training.
TS1	I don't think it made any difference ...it was another resource... another way of supporting the children. It certainly increased my knowledge of some areas... because of the training ...and having APC1 here ...	The interviewer has learned: Key mechanism: i) staff confidence in their own skills ii) knowledge increased iii) availability of APC1 to support training

Interviewer	So perhaps if APC1 hadn't come in it wouldn't have been as effective?	The interviewer checked out the essentialness of APC to the training being embedded.
TS1	<i>Nods to agree.</i>	The interviewer has learned that her theory is correct.
Interviewer	What was it about your school or your head teacher that supported your skills developing through involvement with the 'Treasure Project'?	The interviewer was interested in the context and how this might have influenced the effectiveness of the training.
TS1	The head teacher supported the 'Treasure Project' and sent people on training, made time in the timetable to implement it afterwards. This is more difficult than it sounds!	The interviewer has learned: Effective context: i) head teacher supports project ii) head teacher sent staff on training iii) head teacher allowed time for interventions to take place
Interviewer	What do you think it was about the way the 'Treasure Project' training model that led to the building your capacity to enhance children's mental health and emotional wellbeing in the school setting?	The interviewer wanted to find out about any key mechanisms in the training model.
TS1	Nothing above and beyond other training.	The interviewer has learned that this trained member did not see any key mechanisms in the training.
Interviewer	How did your training needs vary over time?	The interviewer wanted to know about any key mechanisms that varied over time.
TS1	Don't know how to answer that...I would like more training in different areas.	The interviewer has learned that this staff member was quite confident in her ability to learn from training.
Interviewer	What would you view as some of the key mechanisms that led to you being effectively trained?	The interviewer still wanted to know as to how to make training more effective for staff members who are already confident in supporting children's mental health and emotional wellbeing.
TS1	I think with the TSW training it was really good have Trish Waters there...gaining knowledge from the one who developed it. I enjoyed having training from someone who was at the root of it all. That was quite different. The training was not perfect with Zippy Friends, but to be honest that was a long time ago.	The interviewer has learned: Key mechanism: i) training from knowledgeable and experienced presenters

Before the interviewing began for this section Programme Theory 4 was shared with the trained staff member.

Programme Theory 4

'Vulnerable children's mental health and emotional wellbeing is enhanced through the participation in evidence-based interventions delivered by trained adults.'

	Dialogue (almost verbatim)	Significance for evaluator
Interviewer	Is there anything about this theory which makes sense to you as you think about your work delivering interventions in schools as a trained staff member?	Interviewer is asking for a focus on theory again.....and allows time for thought and goes into 'learning mode.' (Pawson & Tilley, 1997 p.177)
TS1	My gut feeling is that it does make a difference. It is hard to measure it, but you know your children and you know it makes a difference.	The interviewer has learned that TS1 supports the theory and it is congruent with her own experience.

	Dialogue (almost verbatim)	Significance for evaluator
Interviewer	What do you think it was that led to the successful enhancement of children's mental health and emotional wellbeing through delivering small group interventions in your school setting?	The interviewer was interested in mechanisms connected to delivering interventions in the school setting.
TS1	<p>I think with Zippy's Friends it's the programme and the consistency. If you do it regularly, going over the rules every week – the children know what to expect and respond well to it.</p> <p>With Therapeutic Storywriting, I think again it is the programme itself and also giving children the opportunity to chose what they want to write about. You let them go with it, you give them place to start from...this is different from literacy lessons or writing sessions.</p>	<p>The interviewer has learned:</p> <p>Key mechanisms:</p> <p>i) Zippy's Friends programme – it's consistency</p> <p>ii) Therapeutic Storywriting programme – children given freedom to write</p>
Interviewer	What difference did writing their story make?	The interviewer was interested in the difference this freedom gave the children.
TS1	<p>I think they had more enthusiasm (not all) for the task of writing & I think the aim was for them to express some of their feelings in writing and they could do that if they chose to.</p> <p>I think the nice room, the biscuits, doing a special thing together made a difference.</p>	<p>The interviewer has learned:</p> <p>Key mechanisms:</p> <p>i) freedom to write about what they like</p> <p>ii) setting of group work</p> <p>iii) feeling of doing a special thing</p>
Interviewer	What was it about your head teacher that supported group work taking place in your school?	The interviewer turned to the context again.
TS1	She was supportive of any interventions that were in place to support children with emotional needs. She gave them time and a space for the support to happen.	<p>The interviewer has learned:</p> <p>Effective context:</p> <p>i) head teacher supportive of interventions</p> <p>ii) head teacher enabled the groups to happen</p>
Interviewer	What do you think it was about your way of facilitating groups that led to the successful enhancement of children's mental health and emotional wellbeing in the school setting?	The interviewer wanted to find out about mechanisms for the effective delivery of group work.
TS1	I think it is really important to build a good relationship with the children. I already said that for some children I am already a familiar person in school. With an outside person it would take longer – the children already associate me with the Nurture Group, etc. It helped that we had that element of trust before we started.	<p>The interviewer has learned:</p> <p>Key mechanisms:</p> <p>i) relationship with children</p> <p>ii) facilitated by familiar person</p> <p>iii) trust in facilitator</p>
Interviewer	Are there any key mechanisms that led to a change in your own practice that we haven't mentioned already?	The interviewer gave TS1 one last chance to theorise and closes down the interview.
TS1	Not that I can think of.	

Appendix XXIII: Realistic Interview – TS2

Realistic Interview of Trained Staff

Name: Trained Staff 2 P20 Date of interview: 22nd April, 2010.
Interviewer: Deborah Shepherd

Before the realistic interview is conducted the interviewer should thank the interviewee for taking part in the follow up interview to the questionnaire. She should assure them that they would remain completely anonymous and that no records of the interview would be kept with their name on and that neither the school, nor themselves would be identifiable. She should explain that the data from the interviews would be kept in a password protected computer file.

The interviewer should explain that the purpose of the interview is to think about the trained staff member's ideas or theories about the effectiveness and successfulness of:

- 1) the 'Treasure Project' in general
- 2) capacity building to meet children's mental health and emotional needs in school
- 3) the role of the Area Project Coordinator

An overview of Realistic Evaluation should be given and the interviewer should explain that she is seeking to find out about Contexts and Mechanisms that may have led to the successful outcomes in their school. It should be explained that the Area Project Coordinator (APC) had picked their school as a successful school for the 'Treasure Project'.

The trained staff member should be given the completed Head Teacher Questionnaire with the list of 'Treasure Project's activities that had taken place in the school. They should also given a copy of the Programme Specification with the 4 Programme Theories and be informed that these theories would be shared with them before each section of the realistic interview.

Before the interviewing began for this section Programme Theory 1 was shared with the trained staff member:-

Programme Theory 1

'A project which is successful in promoting mental health and emotional wellbeing of children is long term, school-based, multi-faceted, multi-levelled and works at changing the institution and environment as well as individuals so that those elements such as organic factors, stress and exploitation are decreased and children's coping skills, self-esteem and social supports are increased.

	Dialogue (almost verbatim)	Significance for evaluator
Interviewer	Is there anything about this theory which makes sense to you as you think about the 'Treasure Project' as a whole?	Interviewer asked for a focus on theory.....and allowed time for thought and went into 'learning mode.' (Pawson & Tilley, 1997 p.177)
TS2	<p>I think so – it does help them cope with things such as stress. It gives them the opportunity to write it down and express it in a different way. It helps them get it out of their system..whether with me or their peers... self-esteem, all those things impact on each other... being based at school you can work round the school environment.</p> <p>In Therapeutic Storywriting the group dynamic and how it became.. the children became closer - Form 5 and 6, really gelled together and when they were out of the group environment they had a bit of a connection.</p>	<p>The interviewer has learned that the theory seems to match the practice in this school.</p> <p>Key mechanisms: i) Therapeutic Storywriting groups</p>
Interviewer	Anything else?	The interviewer allowed more time for thought.
TS2	I agree with everything in relation to the Therapeutic Storywriting.	The interviewer has learned that this staff member can only really share information about the Therapeutic Storywriting

	Dialogue (almost verbatim)	Significance for evaluator
		intervention.
Interviewer	What do you think it was about the 'Treasure Project' that enhanced children's mental health and emotional wellbeing in your school setting? I am asking about the whole project for this question....	The interviewer continued to seek a broader perspective from TS2. The interviewer goes into learning mode.
TS2	<p>Because they were able to express their concerns in the Therapeutic Storywriting.</p> <p>The individual counselling has an impact on children. They have a great relationship with APC1 .. and they are enthusiastic.</p> <p>I was not here for Zippy's Friends and the other bits. I had nothing to do with them. I was only involved with Therapeutic Storywriting.</p>	<p>The interviewer has learned:</p> <p>Key mechanisms:</p> <p>i) Therapeutic Storywriting enabled children to express their feelings.</p> <p>ii) individual counselling</p>

Before the interviewing began for this section Programme Theory 3 was shared with the trained staff member.

Programme 3

'School staff and/or volunteers supporting vulnerable children are better able to positively impact on their socio-emotional health if they have participated in training, received supervision and have followed through consistently with the approach they have been trained in when working with children over a period of time.

	Dialogue (almost verbatim)	Significance for evaluator
Interviewer	Is there anything about this theory which makes sense to you as you think about your own training?	The interviewer has not sought TS2 views about PT 2. She continued to ask TS2 to focus on theory.
TS2	I think my own practice has not really changed but my knowledge has increased when it comes to how children do express their stress or worries. I don't think my practice has changed. The training was helpful, the knowledge was good to do the Therapeutic Storywriting. It was most helpful when we actually started to do the group and started bringing the stories in and sharing them with other teaching assistants and other professionals as well.	<p>The interviewer has learned:</p> <p>Key mechanisms:</p> <p>i) gaining knowledge about approach</p> <p>ii) sharing stories with other teaching assistants and professionals</p>
Interviewer	How did the support from APC1 help with this work?	The interviewer wanted to know whether support from APC1 was a key mechanism.
TS2	Something came up in Therapeutic Storywriting. It was to do with bereavement and one of the children went on then to say that that her stepfather had come to say goodbye in a dream. I just listened and acknowledge by listening. I asked the APC1 about my action. She supported my action. She talked about what to if it progressed. We shared experiences as she was working with the same child.	<p>The interviewer has learned:</p> <p>Key mechanism:</p> <p>i) availability of APC to consult with around children in groups</p>
Interviewer	Anything else about the theory?	The interviewer drew TS2's attention back to the theory.
TS2	Everything about it is right. Any training or support that the staff received is beneficial because there is always something that you need to know.	The interviewer has learned that TS2 agrees with the theory.

	Dialogue (almost verbatim)	Significance for evaluator
Interviewer	When were you trained?	The interviewer has become aware that this trained staff member's experience of training falls outside of the boundaries of the research. She decided to continue because the interview might reveal key mechanism about training or delivery of interventions.
TS2	Early in 2009.	
Interviewer	What are your theories or ideas about the difference being trained makes to your capacity to successfully enhance of children's mental health and emotional wellbeing in the school setting?	The interviewer wanted to know about the difference training makes.
TS2	Gives you different ideas and concepts to use. Different ways to create an environment for the children to be themselves...so they are confident with you... so they can say how they feel.	The interviewer has learned: Key mechanism: i) ideas and concepts ii) different ways to create environment for group to take place
Interviewer	What was it about your school or head teacher that supported your skills developing through involvement with the 'Treasure Project'?	The interviewer wanted to know about the importance of context.
TS2	The head teacher's main concern is the social and emotional health of the children and she is always eager to look at new ideas – supports us 100% and is always keen to try new ideas to enhance children's wellbeing. School has a very inclusive policy has a caring and inclusive ethos. This is filtered all the way down from head teacher to lunchtime supervisors so that it is clear that we do care and we do nurture the children.	The interviewer has learned: Effective context: i) head teacher is interested in social and emotional health of children ii) head teacher open to new ideas iii) supportive of staff delivering interventions iv) school has caring and inclusive ethos v) all staff nurture children
Interviewer	What do you think it was about the way the 'Treasure Project' training model that led to the building your capacity to enhance children's mental health and emotional wellbeing in the school setting?	The interviewer wanted to find out about key mechanisms associated with 'Treasure Project' training model.
TS2	I think the 3 day training model. I enjoyed the training, lots of different people from lots of different backgrounds. It was really interesting. It was really interesting when we started writing, when we brought back our experiences of creating the group, the children that we picked. I talked about having drinks and biscuits and this gave someone else this idea. It was helpful giving ideas to people and using their ideas. It was a nice opportunity to do that. It like the listening skills experiment – when your partner had to talk about something in their life and just listen and repeat, not offer your advice.	The interviewer has learned: Key mechanisms: i) training over time ii) training with others from different backgrounds iii) able to share experiences as time went on iv) listening skills practice

	Dialogue (almost verbatim)	Significance for evaluator
Interviewer	Was the training too long?	The interviewer wanted to check out TS2 ideas about the TSW training and compare this to HT1 and TS1's experience. <i>(The training course had changed & was fully delivered by 'Treasure Project' staff for TS2's training cohort. Also TS2 was possibly not so experienced as TS1 and had not been in the school when whole school INSETs had taken place.)</i>
TS2	I felt the 3 days was okay timewise. APC1 doing the training was useful, she has something about her. I don't know what it is but it works.	The interviewer has learned that for TS2 the 3 day course was not too long and it was delivered by APC1.
Interviewer	How did your training needs vary over time?	The interviewer wanted to check out TS2 perception of her needs.
TS2	I think all my needs were met. They didn't vary.	As TS2 has only been trained in the TSW approach her experience of the project is not direct.
Interviewer	What would you view as some of the key mechanisms that led to you being effectively trained?	The interviewer used the language of Realistic Evaluation to bring TS2 back to theorising.
TS2	Case studies were interesting to look at and the book was helpful and it still is as the groups go on. I am glad that we had it at the beginning of the training.	The interviewer has learned: Key mechanism: i) case studies being shared at the beginning of the training.
Interviewer	Was the ongoing partnership necessary to for you to continue enhance the mental health and emotional wellbeing vulnerable children in your school?	The interviewer wanted to know whether the APC was a key mechanism.
TS2	It has been for me. When I have concerns it is good to have someone I can speak to on the school site and who knows the children. She has been working the children in the group.	The interviewer has learned; Key mechanism: i) availability of APC for consultation about cases

Before the interviewing began for this section Programme Theory 4 was shared with the trained staff member.

Programme Theory 4

'Vulnerable children's mental health and emotional wellbeing is enhanced through the participation in evidence-based interventions delivered by trained adults.'

	Dialogue (almost verbatim)	Significance for evaluator
Interviewer	Is there anything about this theory which makes sense to you as you think about your work delivering interventions in schools as a trained staff member?	Interviewer asked for a focus on theory.....and allowed time for thought and went into 'learning mode.' (Pawson & Tilley, 1997 p.177)

	Dialogue (almost verbatim)	Significance for evaluator
TS2	I agree with that. The children that I have worked withas the group has progressed and as it ended..... they have seemed happier. It almost creates a bond between that adult and that child and that is only created when you share something special (not just teaching assistant side by side support). It is hard to measure it on a scale. They seem happy and have a bond with adult and they have someone who they can go to.	The interviewer has learned that the theory is congruent with practice in this school. Key mechanism: i) group work ii) adult is around school for support after intervention has ended
Interviewer	What do you think it was that led to the successful enhancement of children's mental health and emotional wellbeing through delivering small group interventions in your school setting?	The interviewer wanted to know about key mechanisms.
TS2	I think working in a small group is key. They have the chance to work in a small group and they may never done this before. They are all on a level playing field. The big difference is creating the right atmosphere, the room that you use, that you stay as a group consistently. I did have a group where a child was finding it difficult to cope with a school environment and we used the group to do this. Her mum stayed on premises.	The interviewer has learned: Key mechanisms: i) small group work ii) creating the right atmosphere iii) consistency of group
Interviewer	Did it work?	The interviewer wanted to find out about outcomes for this particular child and invited TS2 to think about this.
TS2	It worked for a short space of time. She was a Year 6 and she managed to do a few of the SATs. Another adult came in and she did eventually get a bit of schooling.	The interviewer has learned: Key mechanism: i) group work supported reintegration into school
Interviewer	What was it about your head teacher that supported group work taking place in your school?	The interviewer focused again on the context.
TS2	She is always keen always willing to listen to ideas. She sent me on the training which was a big commitment on her part. She obviously expects me to deliver.	The interviewer has learned (once again) that effective contexts are those where the head teacher supports the training. Effective context: i) trained staff member is expected to deliver because she has attended training.
Interviewer	What do you think it was about the group work or approach that led to the successful enhancement of children's mental health and emotional wellbeing in the school setting?	The interviewer was interested in TS2's thoughts about group work in the school setting.
TS2	The Therapeutic Storywriting training emphasised the approach and how to start a group and the actual structure of the time in the group and how important it is to keep to that routine as such.	The interviewer has learned: Key mechanisms: i) practical advice in training
Interviewer	Any theories about why Therapeutic Storywriting worked?	The interviewer continued to seek TS2's theories about why the group was effective.

	Dialogue (almost verbatim)	Significance for evaluator
TS2	I think because the children are able to say what's on their mind but not directly i.e.. that's what's happening to me and being able to say it through a character in a non-direct way.	The interviewer has learned: Key mechanism: i) working in the metaphor
Interviewer	What do you think it was about your way of facilitating groups that led to the successful enhancement of children's mental health and emotional wellbeing in the school setting?	The interviewer wanted to know about any mechanism specific to TS2's facilitation of the groups.
TS2	I don't know. I think the children liked where we worked. We were in the Blue Room next door. I wrote stories alongside with them all the time. I admitted my own mistakes, that I was not good at some things, etc. I was quite relaxed...we were in a school but we were doing something special.	The interviewer has learned: Key mechanisms: i) where the group takes place ii) teacher models writing stories iii) feeling of doing something special
Interviewer	Would it have worked as well out of school?	The interviewer was curious about TS2's ideas around the groups taking place in school.
TS2	I don't know.	TS2 had no firm opinion about this.
Interviewer	Have you continued with the group work or approach? Were there any school factors or other context factors that influenced the success of the group work?	The interviewer wanted to know if capacity had been built in the school and had been sustained.
TS2	I have had 2 groups since the training but not this academic year...just because I have been working with lots of different classes. They are difficult classes and it would involved time away from those children.	The interviewer has learned: Key mechanism: i) availability of teaching assistant time
Interviewer	Anything elsewhat would you view as some of the key mechanisms that led to a change in your own practice?	The interviewer wanted to allow TS2 more time for theorising and to close down the interview.
TS2	Nothing that has made me changed my own practice. Some of the stories that were written made me realise how important it is that adults react in the right and appropriate way. The children are open books at that time and so it is important that you and say the right things.	The interviewer has learned: Key mechanism: i) experience of running groups ii) ability to reflect on adult's responses to children

Appendix XXIV: Realistic Interview – TS3

Realistic Interview of Trained Staff

Name: Trained Staff 3 P12 Date of interview: 27th April, 2010.

Interviewer: Deborah Shepherd

Before the realistic interview is conducted the interviewer should thank the interviewee for taking part in the follow up interview to the questionnaire. She should assure them that they would remain completely anonymous and that no records of the interview would be kept with their name on and that neither the school, nor themselves would be identifiable. She should explain that the data from the interviews would be kept in a password protected computer file.

The interviewer should explain that the purpose of the interview is to think about the trained staff member's ideas or theories about the effectiveness and successfulness of:

- 1) the 'Treasure Project' in general
- 2) capacity building to meet children's mental health and emotional needs in school
- 3) the role of the Area Project Coordinator

An overview of Realistic Evaluation should be given and the interviewer should explain that she is seeking to find out about Contexts and Mechanisms that may have led to the successful outcomes in their school. It should be explained that the Area Project Coordinator (APC) had picked their school as a successful school for the 'Treasure Project'.

The trained staff member should be given the completed Head Teacher Questionnaire with the list of 'Treasure Project's activities that had taken place in the school. They should also given a copy of the Programme Specification with the 4 Programme Theories and be informed that these theories would be shared with them before each section of the realistic interview.

Before the interviewing began for this section Programme Theory 1 was shared with the trained staff member:-

Programme Theory 1

'A project which is successful in promoting mental health and emotional wellbeing of children is long term, school-based, multi-faceted, multi-levelled and works at changing the institution and environment as well as individuals so that those elements such as organic factors, stress and exploitation are decreased and children's coping skills, self-esteem and social supports are increased.'

	Dialogue (almost verbatim)	Significance for evaluator
Interviewer	Is there anything about this theory which makes sense to you as you think about the 'Treasure Project' as a whole?	Interviewer asked for a focus on theory.....and allowed time for thought and went into 'learning mode.' (Pawson & Tilley, 1997 p.177)
TS3	Long term makes sense because you don't want to help them then leave them....helping the children develop their coping skills and self esteem.	Interviewer has set the scene and TS3 is beginning to think about the theory.
Interviewer	Was there anything about the 'Treasure Project' in particular?	TS3 seemed somewhat overwhelmed by the theory so the interviewer helped to focus in on her knowledge of the 'Treasure Project'.
TS3	I guess the listening aspect to it... listening to what the children were saying and being more receptive.	The interviewer has learned what TS3 attributes to the 'Treasure Project'.
Interviewer	There were quite a lot of activities that took place, for example, Therapeutic Storywriting, Quality Circle Time, Zippy's Friends, the Fun Day, and so on. Anything about these activities? <i>(The interviewer shows the list of activities that happened in school.)</i>	The interviewer increased the prompting to support TS3's thinking.
TS3	The Zippy's Friends has been an ongoing thing. We are in Module 5 of our current programme. It's been quite useful for example, some children's parents have split up, grandparents have passed away, or there have been friendships issues.	The interviewer learned that the following: Key mechanism: Zippy's Friends

	Dialogue (almost verbatim)	Significance for evaluator
Interviewer	In what way useful?	The interviewer prompted again to look for a more specific mechanism.
TS3	Talking about parents and loss makes them aware that we are aware of their problems they can help each other and their peer group can help them.	Key mechanism: talking about parents and problems in families.
Interviewer	What do you think it was about the 'Treasure Project' that enhanced children's mental health and emotional wellbeing in your school setting? Do you recall whole school events, for example, the PATH or Quality Circle Time training?	Interviewer continued prompting to gather TS3's views about the impact of whole school work.
TS3	Quality Circle Time... I think I was there ..Circle Time is part of school and so is on going anyway.	TS3 did not view Quality Circle Time training as a key mechanism.
Interviewer	What would you view as some of the key contexts that led to successful work with schools?	Interviewer used the language of Realistic Evaluation and explained the concept of 'context'.
TS3	I guess the staff were all receptive and that's key if they are willing to be trained up to implement things. The active listening... that is when I was trained in Therapeutic Storywriting...that has almost become second nature for me now...that's been a lasting thing.	The interviewer has learned: Effective Context: i) receptive staff group ii) staff willing to be trained Key mechanism: i) trained in active listening skills
Interviewer	What would you view as some of the key mechanisms that led to successful work with schools? (<i>interviewer explains mechanism</i>) Can you think of any key mechanisms? You mentioned Zippy's Friends or Therapeutic Storywriting.	Interviewer used the language of Realistic Evaluation and explained the concept of 'mechanism'.
TS3	I guess Zippy's Friends. How many years on... that is still going on in Class 2.	Key Mechanism confirmed: i) Zippy's Friends.
Interviewer	Any others?	The interviewer continued to prompt.
TS3	No response	TS3 seemed to be at a sticking point.
Interviewer	One of the mechanisms was that teaching assistants, teachers, lunchtime supervisors, etc. were trained. Was that a key mechanism?	The interviewer tried to support her thinking.
TS3	I guess so. Consistent throughout ...everybody, not just teaching staff.	TS3 agreed to an extent and a little more information which confirmed HT2's perception about consistent messages.
Interviewer	Looking back, with your accumulated knowledge, what might you have changed? How would that fit with the theory?	The interviewer asked for TS3's ideas around external agency support.
TS3	I don't think so. What was done in school worked well at that time? I guess if you were running some of those things now you might tweak to fit with the children that you have got. We have tweaked Zippy's Friends slightly to fit in with the problems that we have had in that class. We have swapped a couple of the sessions and moved those around, particularly the one with friendships. But you do that as a teacher anyway, with the work that they are doing.	TS3 reaffirmed: i) the flexibility of Zippy's Friends materials as a key mechanism

	Dialogue (almost verbatim)	Significance for evaluator
Interviewer	It would seem that having the Zippy's Friends resources would be a key mechanism for the promotion of mental health and emotional wellbeing.	The interviewer went into teaching mode to support TS3's understanding and bring this part of the interview to a close.
TS3	Yes.	

Before the interviewing began for this section Programme Theory 2 was shared with the trained staff member.

Programme Theory 2

'Effective partnership work in the area of promoting mental health and emotional wellbeing of children gives staff clear advice, guidance and support, increases their knowledge about childhood disturbance, is able to provide local, contextual knowledge, is able to offer good continuity of care and accessibility and to act as a trusted link between home and school.'

	Dialogue (almost verbatim)	Significance for evaluator
Interviewer	Is there anything about this theory which makes sense to you as you think about your own partnership with the Area Project Coordinator?	Interviewer asked for a focus on theory again.....and allowed time for thought and went into 'learning mode.' (Pawson & Tilley, 1997 p.177)
TS3	It made me more aware of the emotional wellbeing of the children that I work with.	TS3 confirmed that the 'Treasure Project' raised staff awareness.
Interviewer	Anything about partnership?	The interviewer helped TS3 to think about the focus of this set of questions.
TS3	I guess if we needed advice then we knew that we could contact you for help.	The interviewer has learned that the APC was a source of advice. Key mechanism: partnership with APC
Interviewer	What do you think it was about the way the Area Project Coordinator worked with your school that led to the successful enhancement of children's mental health and emotional wellbeing in the school setting?	The interviewer wanted to know what it was about the partnership with APC2 in particular that was a key mechanism.
HT1	She was very hands on she came in and she was here quite a lot at one point. The children got to know her and she got to know them.	The interviewer learned: Key mechanisms: i) presence in school ii) work in school iii) knowledge of children iv) familiar to children
Interviewer	What sticks in your mind when you think of APC2?	The interviewer probed deeper to establish sustained impact of APC2.
TS3	What sticks in my mindwe did a school DVD and APC2 is talking to the camera and saying, "Happy children learn" because she is right they do. The DVD is shown a lot when we have prospect parents in...when they bring their children in July.	The interviewer has learned that a key mechanism for sustained impact was: i) DVD that is played regularly has a key message about emotional wellbeing and learning.
Interviewer	Was APC2 instrumental in getting the DVD made?	The interviewer was curious as to whether this mechanism was intentional.

	Dialogue (almost verbatim)	Significance for evaluator
TS3	No, it was made by the school and APC2 was included in it.	The interviewer has learned that APC2 was seen as an important part of the school at that time.
Interviewer	How did the support to your school vary over time? What are your ideas or theories as to why the changes occurred?	This time the interviewer wanted to know about the ideas and theories which TS3 has developed over time.
TS3	I guess it changed because as we grew more confident with what we were doing the need for more support lessened.	The interviewer has learned: Key mechanism: i) flexibility of support to match need
Interviewer	Was the partnership necessary for the successful enhancement of children's mental health and emotional wellbeing?	The interviewer wanted to know how much of the change was accredited to the 'Treasure Project' relationship.
TS3	It is hard to say – it may have happened – it may have not been so successful if APC2 hadn't have been there. We wouldn't have had her guidance & support to draw on.	TS3 confirmed: Key mechanism: APC support was needed to move school on.
Interviewer	What difference did the advice make?	The interviewer wanted to know more about the type of support that was needed.
TS3	I guess that the advice she was able to give reassure you that you are doing the right thing or you could try this if it was not working...building the staff confidence.	The interviewer learned: Key mechanism: i) APC2 availability for reassurance and support
Interviewer	Was there anything different about the 'Treasure Project' than other projects or interventions?	The interviewer wanted to know about specific mechanisms associated with the 'Treasure Project'.
TS3	I have not been involved with any other ones.	

Before the interviewing began for this section Programme Theory 3 was shared with the trained staff member.

Programme 3

'School staff and/or volunteers supporting vulnerable children are better able to positively impact on their socio-emotional health if they have participated in training, received supervision and have followed through consistently with the approach they have been trained in when working with children over a period of time.

	Dialogue (almost verbatim)	Significance for evaluator
Interviewer	Is there anything about this theory which makes sense to you as you think about your own training?	Interviewer asked for a focus on theory again.....and allowed time for thought and went into 'learning mode.' (Pawson & Tilley, 1997 p.177)
TS3	I guess if they haven't received training they might not be aware of issues affecting children's emotional health. Training's got to be a positive thing and if you have all received the training as the child moves through the school that consistency is there.	The interviewer has learned: Key mechanisms: i) training to raise awareness ii) training of all staff
Interviewer	What impact did the training have on your own practice?	The interviewer wanted TS3 to move into thinking about her own practice.

	Dialogue (almost verbatim)	Significance for evaluator
	I suppose it made me more aware of difficulties that children might encounter as they grow up. It made me more sympathetic, not just with the children but colleagues and family as well. I am a better listener I suppose, or more willing to listen.	The interviewer has learned: Key mechanism: i) active listening part of training
Interviewer	What was it about your school or your head teacher that supported your skills developing through involvement with the 'Treasure Project'?	The interviewer wanted to know about TS3 theories about context or mechanism at different levels in school.
TS3	HT2 has always been very good at training her staff – all the staff. She is very supportive in improving our skills.	The interviewer has learned: Effective context: i) head teacher supports training and wants staff to improve their skills.
Interviewer	Anything else?	Interviewer wanted TS3 to think a little deeper about the impact of the head teacher.
TS3	I guess if you have a supportive head, that's key. If your head isn't willing to help the staff improve then it is an uphill battle.	TS3 confirmed that without the head teacher being supportive to staff and showing interest in developing their skills her training would not have been as effective.
Interviewer	What do you think it was about the way the 'Treasure Project' training model that led to the building your capacity to enhance children's mental health and emotional wellbeing in the school setting?	The interviewer wanted to learn about the mechanisms within the training model that were effective.
TS3	I guess they weren't just chalk and talk you weren't just sat listening – there was role play – you did it yourself – that was a good way of doing it. You could think back to that – 'Gosh, I remember thinking that was how I felt when I had to stand up and speak to everybody'. It is more engaging that way.	The interviewer has learned: Key mechanisms: i) role play ii) interactive training
Interviewer	How did your training needs vary over time?	The interviewer was interested in TS3 thoughts about her own development through the training.
TS3	Once you have been on a couple of courses run by the 'Treasure Project' you know what to expect.	The interviewer has learned that TS3 came to several training courses run by the 'Treasure Project'.
Interviewer	In what way?	The interviewer wanted to know what it was that made the difference if TS3 had been on a few courses run by the 'Treasure Project'.
	The format of how the day will go. The approach...the format of the training. It was quite informal, user friendly...relaxed atmosphere ..not intimidating in any way.	The interviewer has learned: Key mechanism: i) informal, relaxed, non-intimidating training approach
Interviewer	What would you view as some of the key mechanisms that led to you being effectively trained?	The interviewer uses the language of Realistic Evaluation to dig a little deeper into TS3 theorising about the 'Treasure Project'.

	Dialogue (almost verbatim)	Significance for evaluator
TS3	I guess, there were usually several of you on the course – being with your colleagues helps. You could bounce ideas off each other. The way it was delivered, the informality.	The interviewer has learned: Key mechanism; i) training with others iii) informal nature of courses
Interviewer	Could you expand?	The interviewer encouraged TS3 to think deeper about mechanisms.
TS3	That APC2 and the others deliver the course. The interactive nature of it ...everybody was involved. We were not just sat listening.	The interviewer has learned: Key mechanism; i) the familiarity of APC2 delivering the course ii) interactive nature of the course

Before the interviewing began for this section Programme Theory 4 was shared with the trained staff member.

Programme Theory 4

‘Vulnerable children’s mental health and emotional wellbeing is enhanced through the participation in evidence-based interventions delivered by trained adults.’

	Dialogue (almost verbatim)	Significance for evaluator
Interviewer	Is there anything about this theory which makes sense to you as you think about your work delivering intervention in schools as a trained staff member?	Interviewer asked for a focus on theory again.....and allowed time for thought and went into ‘learning mode.’ (Pawson & Tilley, 1997 p.177)
TS3	I guess with Zippy’s Friends it has shown over time that it was a positive effect on children’s emotional wellbeing. It makes sense that you use interventions that have been proven to be successful. I guess if you haven’t been trained then there is a risk that it is not delivered properly. If you have the training you know how to deal with a disclosure for example.	The interviewer has learned: Key mechanism: i) confidence in approach being used ii) training important to build skills iii) training keeps integrity of approach iv) training important to safe guard vulnerable children
Interviewer	What do you think it was that led to the successful enhancement of children’s mental health and emotional wellbeing through delivering small group interventions in your school setting?	The interviewer was interested in TS3 theories about the different the group setting made.
TS3	I guess if you are working with groups, particularly small groups, the children feel secure. They are with an adult they trust. They can talk about things in that group that they might not be able to talk about in other situations.	The interviewer has learned: Key mechanisms: i) trusted adult ii) group is necessary for children to talk
Interviewer	Does this work need to take place in school?	The interviewer wanted to know if the context was important.
TS3	It’s hard to say. If it is in the school setting the children are familiar with each other and the setting itself and you.	The interviewer has learned: Effective context: i) familiar setting and group facilitator
Interviewer	What difference would that make?	The interviewer wanted to know more about TS3’s theories.
TS3	They would be comfortable and receptive, hopefully at ease.	The interviewer has learned: i) setting of group work is important for it to be effective.
Interviewer	What was it about your head teacher that supported group work taking place in your school?	The interviewer has returned to the focus on context.
TS3	I guess timetabling, finding the time to do that group work and the more organisable side of it.	The interviewer has learned that: Effective context: i) head teacher supports group work organisational

	Dialogue (almost verbatim)	Significance for evaluator
Interviewer	What do you think it was about your way of facilitating groups that led to the successful enhancement of children's mental health and emotional wellbeing in the school setting?	The interviewer wanted to know about mechanisms specific to TS3.
TS3	I guess knowing the children that I did work with and some of their circumstances, for example, Therapeutic Storywriting; I could give them the opening line of the story. If you know that a particular child is having a difficulty in a certain area you can point them in the right direction.	The interviewer has learned: Key mechanisms: i) TS3 adapted the approach to meet specific children's needs.
Interviewer	Are there any key mechanisms that led to a change in your own practice that we haven't mentioned already?	The interviewer returned to the language of Realistic Evaluation to help TS3 to think about theory and close the interview.
TS3	You kind of change with each group. You alter your work to suit the group – a teacher would do that anyway – be flexible.	The interviewer has learned: Key mechanism: i) the facilitator's ability to adapt the approach to meet the children's needs.

Appendix XXV: Realistic Interview – TS4

Realistic Interview of Trained Staff

Name: Trained Staff 4 P12 Date of interview: 27th April, 2010.
Interviewer: Deborah Shepherd

Before the realistic interview is conducted the interviewer should thank the interviewee for taking part in the follow up interview to the questionnaire. She should assure them that they would remain completely anonymous and that no records of the interview would be kept with their name on and that neither the school, nor themselves would be identifiable. She should explain that the data from the interviews would be kept in a password protected computer file.

The interviewer should explain that the purpose of the interview is to think about the trained staff member's ideas or theories about the effectiveness and successfulness of:

- 1) the 'Treasure Project' in general
- 2) capacity building to meet children's mental health and emotional needs in school
- 3) the role of the Area Project Coordinator

An overview of Realistic Evaluation should be given and the interviewer should explain that she is seeking to find out about Contexts and Mechanisms that may have led to the successful outcomes in their school. It should be explained that the Area Project Coordinator (APC) had picked their school as a successful school for the 'Treasure Project'.

The trained staff member should be given the completed Head Teacher Questionnaire with the list of 'Treasure Project's activities that had taken place in the school. They should also given a copy of the Programme Specification with the 4 Programme Theories and be informed that these theories would be shared with them before each section of the realistic interview.

Before the interviewing began for this section Programme Theory 1 was shared with the trained staff member:-

Programme Theory 1

'A project which is successful in promoting mental health and emotional wellbeing of children is long term, school-based, multi-faceted, multi-levelled and works at changing the institution and environment as well as individuals so that those elements such as organic factors, stress and exploitation are decreased and children's coping skills, self-esteem and social supports are increased.'

	Dialogue (almost verbatim)	Significance for evaluator
Interviewer	Is there anything about this theory which makes sense to you as you think about the 'Treasure Project' as a whole?	Interviewer asked for a focus on theory.....and allowed time for thought and went into 'learning mode.' (Pawson & Tilley, 1997 p.177)
TS4	Yes, it makes sense. We ran it for one year and we are back doing it again.	The interviewer has learned: Key mechanism: i) Zippy's Friends
Interviewer	How does that feel?	The interviewer was interested in how TS4 felt about coming back to Zippy's Friends.
TS4	Its feels like an old friend. I thoroughly enjoyed the first year I did. I felt the children who were involved developed in all sorts of ways. Our relationship changed. Other areas of the curriculum opened up in Zippy sessions. I got to know them because they opened up in other ways in other parts of the curriculum.	The interviewer has learned: Key mechanism: i) TS's knowledge of programme ii) enjoyment of delivery of programme
Interviewer	Do you recall any other things that you have used from other training, for example, Quality Circle Time or the PATH.	The interviewer wanted to know whether TS4 was aware of whole school training.
TS4	I have used ideas from Quality Circle Time in various classes as well.	The interviewer has learned: Key mechanism: i) Quality Circle Time training

	Dialogue (almost verbatim)	Significance for evaluator
Interviewer	Anything about training?	The interviewer wanted to know about the mechanisms of training.
TS4	It was a long time ago, it's blurred a bit. No.	The interviewer has learned that the ideas have continued, but the memory of the training has gone.
Interviewer	What do you think it was about the 'Treasure Project' that enhanced children's mental health and emotional wellbeing in your school setting? <i>(The interviewer shows the list of activities that happened in school.)</i>	Interviewer asked the trained staff member to present her own theories or ideas around the project's mechanisms and goes into 'learning mode'.
TS4	The group that didn't go out to play had a quiet time to talk and play games. I was aware of how that was helping those children who did not like being outside. TS1 did the writing thing with the Therapeutic Storywriting and we discussed some of those issues with various children. I could see how that was a good idea.	The interviewer has learned: Key mechanism: i) quiet place in playground with listening mentor ii) Therapeutic Storywriting training iii) Therapeutic Storywriting delivery
Interviewer	What would you view as some of the key contexts that led to successful work with schools?	Interviewer used the language of Realistic Evaluation to bring TS4 back to theory.
TS4	Probably to do with size. It is a small school. We generally share most things. I guess that everyone became involved in some way and was aware of the positive aspects of it.	Interviewer has learned: Effective context: i) size of school ii) everyone involved
Interviewer	Where you there when the PATH was done?	Interviewer wanted to know how much the whole work has impacted on trained staff.
TS4	I remember it being done.	Interviewer has learned that TS4 did not view the PATH as a strong mechanism for change.
Interviewer	Any thoughts or feelings?	The interviewer wanted to check out her theory about this.
TS4	I think certainly a couple of things, staff doing things socially that we hadn't done before - something about people getting together a bit more than previously.	The interviewer has learned: i) PATH a key mechanism for pulling staff together
Interviewer	Anything else about context?	The interviewer used the language of Realistic Evaluation to bring TS4 back to theory and close this section of the interview.
TS4	No.	
Interviewer	What would you view as some of the key mechanisms that led to successful work with schools, for example, APC2 would be seen as a mechanism.	The interviewer continued to use Realistic Evaluation language and came an example to help TS4's understanding. The interviewer goes into 'learning mode'.
TS4	Certainly APC2's involvement here.	TS4 has no further examples.
Interviewer	Looking back, with your accumulated knowledge, what might you have changed? How would that fit with the theory?	Interviewer moved the interview on and asked TS4 to think about her knowledge of the project.

	Dialogue (almost verbatim)	Significance for evaluator
TS4	Possibly wanting to keep it going. At the time it was happening we could see positive developments. Thinking back, funnily enough, yesterday I was talking to another member of staff about the 'Treasure Project', but now we haven't got the human resources to do thata key quiet space was very useful for some children.	The interviewer has learned: Key mechanism: i) 'Treasure Project' ii) ideas from the project time that were seen as successful
Interviewer	So a mechanism might be a quiet space.	Interviewer wanted to bring TS4 back to the theory.
TS4	Certainly. We are trying to do what we can – a quiet corner with bricks, pencils and rugs, etc.	Interviewer has learned that knowledge about effective practice around the promotion of mental health and emotional wellbeing remains with staff.

Before the interviewing began for this section Programme Theory 2 was shared with the trained staff member.

Programme Theory 2

'Effective partnership work in the area of promoting mental health and emotional wellbeing of children gives staff clear advice, guidance and support, increases their knowledge about childhood disturbance, is able to provide local, contextual knowledge, is able to offer good continuity of care and accessibility and to act as a trusted link between home and school.'

	Dialogue (almost verbatim)	Significance for evaluator
Interviewer	Is there anything about this theory which makes sense to you as you think about your own partnership with the Area Project Coordinator?	Interviewer asked for a focus on theory again.....and allowed time for thought and went into 'learning mode.' (Pawson & Tilley, 1997 p.177)
TS4	I can't say that I did have a partnership really	Interviewer has learned that TS4 would not view her relationship with APC2 as a partnership.
Interviewer	What do you think it was about the way the Area Project Coordinator worked with your schools that led to the successful enhancement of children's mental health and emotional wellbeing in the school setting?	The interviewer continued to probe about APC2's work with the school.
TS4	She was a great promoter of ZF and offered encouragement when I was doing the graveyard visit for the first time...she was particularly supportive of that and giving examples of how it worked....in one of the blocks of work...the whole thing is called changing and loss. Changes such as parents splitting up, baby being born or the loss of a grandparents. And then for one of the sessions you visit a local graveyard. The children are encouraged to talk about these sort of issues at this stage, so that when they meet it they have the vocabulary. I had a little girl who was living with her grandparent because her mother and recently died. I was worried but it created a path for her grandmother to talk about what had happened.	The interviewer has learned that APC2 did support TS4 in the delivery of Zippy's Friends. Key mechanism: i) support from APC2 when needed during delivery of programme
Interviewer	How did the support to your school or you vary over time? What are your ideas or theories as to why the changes occurred?	The interviewer wanted to know about TS4 theories or ideas around support to the school.

	Dialogue (almost verbatim)	Significance for evaluator
TS4	I don't know really. When we started the project we saw more of APC2. Then we went a while without seeing her ...not really sure.	Interviewer has learned that the partnership support varied over the project period.
Interviewer	Was the partnership necessary for the successful enhancement of children's mental health and emotional wellbeing?	The interviewer wanted to know if the school could have gone through these changes without the partnership.
TS4	I think so.	
Interviewer	In what way?	The interviewer continued to encourage TS4 to think about her theories and ideas.
TS4	You can do these various training, but unless you have follow up things don't always get followed through. Sometimes with the best will in the world things don't get put in place. It's keeping it 'up there' in your mind with someone coming to follow up and make sure you know what you are doing. She was often quite positive, popping in for a couple of minutes in the staff room with a couple of incidental comments. Felt someone had an interest, someone outside was being encouraging, making you aware that it was important do it and not get bogged down in the daily routine.	The interviewer has learned: Key mechanisms: i) follow through from training ii) positive interest iii) support over time important
Interviewer	Were there any school factors or other context factors that influenced the success of her support to the school? How might this relate to the theory?	The interviewer began to explore the school context.
TS4	I think we are all generally fairly welcoming to ideas...open to new ideas as a school...that something that we try to do	The interviewer has learned: Effective context: i) welcoming school ii) open to new ideas
Interviewer	Was there anything different about the 'Treasure Project' than other projects or interventions?	The interviewer wanted to know if there were any other mechanisms and to close down this section of the interview.
TS1	Not really the person to ask	

Before the interviewing began for this section Programme Theory 3 was shared with the trained staff member.

Programme 3

'School staff and/or volunteers supporting vulnerable children are better able to positively impact on their socio-emotional health if they have participated in training, received supervision and have followed through consistently with the approach they have been trained in when working with children over a period of time.

	Dialogue (almost verbatim)	Significance for evaluator
Interviewer	Is there anything about this theory which makes sense to you as you think about your own training?	Interviewer asked for a focus on theory again.....and allowed time for thought and went into 'learning mode.' (Pawson & Tilley, 1997 p.177)
TS4	Definitely yes because as far as Zippy's Friends was concerned there were certain topics I could never have broached with children of that age. It gave me the confidence and the know how to go about doing it.	Interviewer has learned: Key mechanism: Zippy's Friends

	Dialogue (almost verbatim)	Significance for evaluator
Interviewer	What impact did the training have on your own practice?	Interviewer wanted to know about the impact of training beyond the implementation of the intervention.
	I sort of use the Circle Time ideas in different lessons – and some of the fun games. I would sometimes use to break the monotony between certain subjects to get them up and moving around, for example, ‘Fruit Salad’. It encourages the children to talk to each other and be aware of each others’ feelings, etc.	Interviewer has learned: Key mechanism: i) Circle Time ii) ideas from training passed on
Interviewer	What was it about your school or your role as head teacher that supported your skills developing through involvement with the ‘Treasure Project’?	Interviewer wanted to know more about the context.
TS4	The two of us did it together. We supported each other. Also the head was present when we did the talk to the parents to initially introduce it. She thought it was something worth doing.	Interviewer has learned: Key mechanisms: i) did the training with another staff member Effective context: i) supportive head ii) head teacher promotes the intervention
Interviewer	What do you think it was about the way the ‘Treasure Project’ training model that led to the building your capacity to enhance children’s mental health and emotional wellbeing in the school setting?	Interviewer continued to be interested in the training model and how that train to staff becoming confident in approach.
TS4	Probably the examples of how other people worked it. The fact that it was across the world and different progress had been made because of it. Young adults saying they had wished had done it when they were children.	Interviewer has learned: Key mechanisms: i) examples of how others delivered the intervention ii) evidence of evidence base iii) feeling intervention was a worthwhile thing to do
Interviewer	What would you view as some of the key mechanisms that led to you being effectively trained?	Interviewer uses the language of Realistic Evaluation to focus on theory and to close down this section of the interview.
TS4	Probably being put in the position of being one of the children. The two people ran a session as though we were the children. It really made you think about whether if I was a child would I want to say this. It was very thought provoking.	The interview has learned: Key mechanism: i) role play as children

Before the interviewing began for this section Programme Theory 4 was shared with the trained staff member.

Programme Theory 4

‘Vulnerable children’s mental health and emotional wellbeing is enhanced through the participation in evidence-based interventions delivered by trained adults.’

	Dialogue (almost verbatim)	Significance for evaluator
Interviewer	Is there anything about this theory which makes sense to you as you think about your work delivering interventions in schools as a trained staff member?	Interviewer asked for a focus on theory again.....and allowed time for thought and went into ‘learning mode.’ (Pawson & Tilley, 1997 p.177)
TS4	<p>Well I guess the little girl I mentioned earlier talking to her granny about her mother’s death. This enables this to happen. They had been to counselling before and this hadn’t happened. I was outside of the family. We went to a graveyard, not the one where her mother buried. It something they were able to talk about in very day terms. Her granny talked to me about it afterwards and thanked me. She thought it had helped and it had enabled them to talk in different terms than they had done before.</p> <p>Also the feelings side of things - some children who haven’t got the language – I notice through Zippy’s Friends - they start to say things like ‘You’re making me unhappy because you...’. I can see that coming through quite clearly.</p>	<p>Interviewer has learned: Key mechanisms: i) Zippy’s Friends programme</p>
Interviewer	What do you think it was that led to the successful enhancement of children’s mental health and emotional wellbeing through delivering small group interventions in your school setting?	The interviewer wanted to know about the importance of the school setting.
TS4	It’s really helpful. It shows you another side of the child. We are so bogged down with having a full timetable for everything – I don’t think we have as much time for this as we used to have. If you are setting time aside for things like Therapeutic Storywriting they do have time to air those thoughts and feelings.	<p>The interviewer has learned: Key mechanism: i) school setting</p> <p>Effective context: i) group work is timetabled in</p>
Interviewer	What was it about your head teacher that supported group work taking place in your school?	The interviewer wanted to know about the school context.
TS4	She would often enquire about how it was going and comment on the models they made and looked at what they did.	<p>The interviewer has learned: Effective context: i) interested head teacher.</p>
Interviewer	What do you think it was about your way of facilitating groups that led to the successful enhancement of children’s mental health and emotional wellbeing in the school setting?	The interviewer wanted to know more about TS3’s theories around group work in school.
TS4	I think perhaps because it provided me with the situation and the confidence to address issues that I otherwise might not have done – I could see that it was really useful. I wanted to help and develop children.	<p>The interviewer has learned: Key mechanism i) Zippy’s Friends materials build confidence in school staff delivering programme ii) motivation to deliver programme</p>
Interviewer	Are there any key mechanisms that led to a change in your own practice that we haven’t mentioned already?	Interviewer bring PS 4 back to the theory and to close down the interview.
TS4	No.	

Appendix XXVI: Part A of Ethics Form EC2

(blue comments written in December, 2010)

Form EC2 for POSTGRADUATE RESEARCH (PGR) STUDENTS

MPhilA, MPhilB, MPhil/PhD, EdD, PhD IS

This form MUST be completed by ALL students studying for postgraduate research degrees and can be included as part of the thesis even in cases where no formal submission is made to the Ethics Committee. Supervisors are also responsible for checking and conforming to the ethical guidelines and frameworks of other societies, bodies or agencies that may be relevant to the student's work.

Tracking the Form

- I. Part A completed by the student
- II. Part B completed by the supervisor
- III. Supervisor refers proposal to Ethics Committee if necessary
- IV. Supervisor keeps a copy of the form and send the original to the Student Research Office, School of Education
- V. Student Research Office – form signed by Management Team, original kept in student file.

Part A: to be completed by the STUDENT

NAME: Deborah Pamela Shepherd

COURSE OF STUDY (MPhil; PhD; EdD etc): EdD

POSTAL ADDRESS FOR REPLY:

XXXXXXXXXXXXXXXXXXXX

CONTACT TELEPHONE NUMBER: XXXXXXXXXXXXXXX

EMAIL ADDRESS: xxxxxxxxxxxxxxxxxxxxx

DATE: 26th August, 2008.

NAME OF SUPERVISOR: Dr. Paul Timmins

PROPOSED PROJECT TITLE:

An evaluative study of partnership work with schools in the area of emotional well-being promotion and building staff capacity to meet children's emotional needs.

(Title changed to: The promotion of mental health and emotional wellbeing of children (5-13) through participatory partnership work with school communities in one local authority: A Realistic Evaluation of the 'Treasure Project', a three-year Children's Fund Project.)

BRIEF OUTLINE OF PROJECT: (100-250 words; this may be attached separately)

The proposed research will illuminative the work of a multi-agency project team who worked in partnership with XXXXX schools in order to promote emotional well-being within school environments and build staff capacity to meet children's emotional needs. The research will evaluate the impact of the multi-levelled interventions that were embedded within an ecological approach to mental health promotion. The researcher is interested in whether: working collaboratively with outside support agencies increased the capacity of schools, as organizations, to promote emotional well-being and mental health; whether school staff's capacity to meet more vulnerable children's emotional needs increased after training and co-working with the project teams; and if children's emotional well-being increased after participating in small therapeutic groups facilitated by project (or trained school) staff. Capacity is defined for the purpose of this research as: an increase in staff's knowledge, skill level and confidence about meeting children's emotional well-being within the school environment along with related changes in school policy and/or general ethos. Evidence for an increase in the general school's capacity to promote mental health or emotional well-being will be sought through examining reported positive changes in those elements in the school environment that have been shown to lead to an enhancement of mental health (MacDonald & O'Hara, 1998).

The research will investigate in particular the impact of; a) general partnership work with schools, b) training of school staff in specific approaches in therapeutic group support, and c) direct therapeutic work with children through small group interventions.

MAIN ETHICAL CONSIDERATION(S) OF THE PROJECT (e.g. working with vulnerable adults; children with disabilities; photographs of participants; material that could give offence etc):

The main ethical considerations of the project will be around the three groups of participants involved with the research. These are:

- 1) school staff who will be asked to complete questionnaires or to participate in semi-structured interview conducted by the researcher and will be asked their permission to use previously completed questionnaires sent to the school as part of an Educational Psychology project evaluation process (Written permission gained from head teachers on questionnaire. No questionnaires sent to school staff. Verbal and written permission gained to use interview transcripts.)**
- 2) children, some of whom will be on the Special Needs register of the school, who will be asked their permission to use their previously completed feedback forms from group work and who will be asked to complete questionnaires and participate in semi-structured interviews for the research (not needed)**
- 3) parents who will be asked to complete a questionnaire about their children (not needed)**

All of the above information and data collected will be treated in a respectful and confidential manner and this data will not be traceable to participants. It will not identify individual children, families, staff or schools.

As the project will be conducted by an employer of the Educational Psychology Service of XXXXCounty Council the researcher will comply of her rules and conditions of employment. The research may be used to develop the general support to children and schools in the area of emotional well-being promotion and as such may be presented in a paper to strategic bodies within the County Council. In this case, anonymity will be maintained although there will be an awareness of the group of school that have been involved with the project.

RESEARCH FUNDING AGENCY (if any): None. The researcher has received support for her Ed.D. studies from XCC.

DURATION OF PROPOSED PROJECT (please provide dates as month/year):

The direct research will take place during the academic year 2008-2009.

DATE YOU WISH TO START DATA COLLECTION:

September, 2008. (Head teacher questionnaire sent in July 2008 with dual purpose of evaluating project and being part of doctoral research. This was made clear on the questionnaire.)

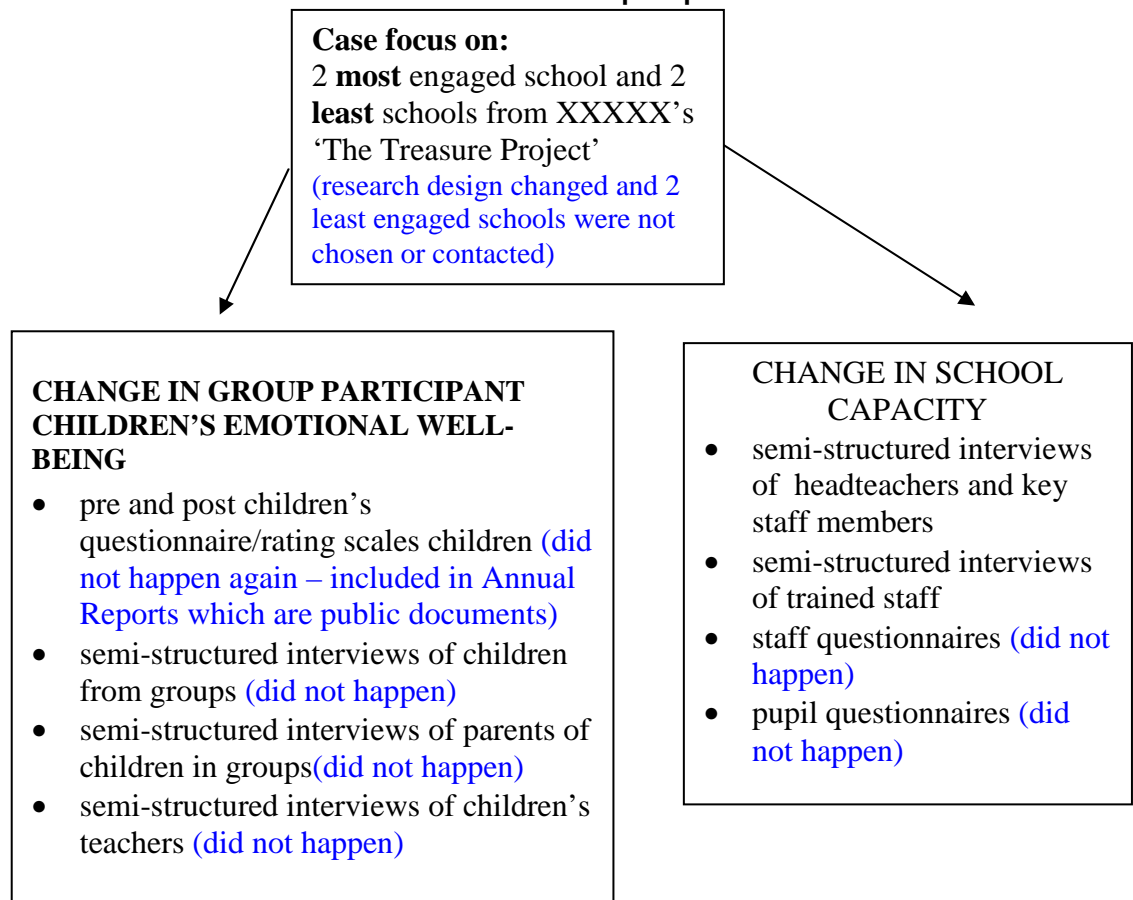
Please provide details on the following aspects of the research:

1. What are your intended methods of recruitment, data collection and analysis?

Please outline (in 100-250 words) the intended methods for your project and give what detail you can. However, it is not expected that you will be able to answer fully these questions at the proposal stage.

Previous to the proposed research being conducted head teachers had already completed a questionnaire sent to schools in July 2008 in order for the Educational Psychology Service to evaluate the impact of a 3 year Children's Fund/CAMHS project. The questionnaire also included a section asking permission of head teachers to approach staff to ask them to be participants' of the writer's doctorate research and for the data from completed questionnaires to be used, if needed, for background context data for the research. (questionnaire attached). The following flow diagram below illustrates the intended data collection boundaries of the research.

Data collection boundaries of proposed research



2. How will you make sure that all participants understand the process in which they are to be engaged and that they provide their voluntary and informed consent? If the study involves working with children or other vulnerable groups, how have you considered their rights and protection?

All participants will be asked for their informed consent and made aware of the boundaries and intentions of the research before agreeing to complete questionnaires or take part in any interviews that are part of the proposed research project. Participants' permission will also be asked in order to use previously completed evaluation forms (in the case of head teachers') and previously completed pre- and post feedback forms from children participating in small groups. It is also necessary to gain participants informed consent before asking them to complete questionnaires and or participate in interviews conducted on behalf of the proposed research. (not needed)

It will be necessary to gain parental permission to allow children to participate in the research and this will be gained through written informed consent(not needed)

Written permission to conduct the research will need to be gained from the Principal Educational Psychologist and the XCC Divisional Head for the research to be conducted in local Authority Schools. (verbal and e mailed permission)

Head teachers' permission will need to be gained before participants' are asked to complete questionnaires or take part in interviews conducted with staff, children or parents as part of the research. (verbal permission for staff interviews – children and parent interviews did not take place)

The Treasure Project team's informed consent will be needed before they participate in any semi-structured interviews or complete questionnaires. (informed consent given before interview began and written consent given to use transcripts)

3. How will you make sure that participants clearly understand their right to withdraw from the study?

Participants' will be informed of their right to withdraw from the study at the beginning of interviews and it will be stated on any letters or communication with participants, including questionnaires. A contact address, e mail and telephone number will be given to participants for this purpose. (participants informed of their rights to withdraw at beginning of interviews, no letters or questionnaires sent to staff. Contact information given)

4. Please describe how you will ensure the confidentiality and anonymity of participants. Where this is not guaranteed, please justify your approach.

The confidentiality and anonymity of participants will be maintained through names being removed from feedback sheets and questionnaires that have already been completed. Any new questionnaires and interview data will not have names on, but will be identified by number. [\(Completed questionnaires kept in file at researchers' home and transcripts from interviews in electronic file in password protected computer file. Data from questionnaires and interviews only identified by number in research thesis.\)](#)

As a XCC project there will be records of which schools have accessed the Treasure Project's team resource and a set of completed questionnaires for the previously conducted Educational Psychology Service evaluation. However the schools which were contacted for a deeper level of evaluation through the research process will not be identified except to the researcher and her supervisor.

This concern may arise, for example, in experimental or quasi-experimental designs where treatment is viewed as desirable and withheld from the control group. It might also arise in unpredictable ways in other intervention designs and, for example, in interview-based studies. Harm to the researcher if, for example, working with emotionally difficult subject matter or in potentially dangerous contexts should also be considered here including the forms of support that will be made available in such circumstances.

5. Describe any possible detrimental effects of the study and your strategies for dealing with them.

The study may result in information being collected that may be construed as reflecting poorly on a particular school staff's ability to meet children's emotional needs. The research is not intended to highlight or focus on identified schools and therefore all efforts will be made for such assumptions and accreditations not to occur. Data will not identify schools, nor will actions will take place as a result of the research.

The study may result in information being collected that may be construed as reflecting poorly on the project staff's ability to work in partnership with schools in the area of emotional well-being promotion. The research is not intended to highlight or focus on identified project workers and therefore all efforts will be made for such assumptions and accreditations not to occur. Data will not identify project workers, nor will actions will take place as a result of the research.

6. How will you ensure the safe and appropriate storage and handling of data?

Data for the project will be stored safely at the researcher's home in an appropriate and secure place. Questionnaires may be collated by the administration staff of the Educational Psychology Service and if this were the

case, the material would be kept safe and handled following the [REDACTED] guidelines for the protection of data. (Data from questionnaires only collated by researcher (and project manager. Treasure Team Area Project Coordinators have access to collated data and would be aware of which schools had responded to the questionnaire.)

7. If during the course of the research you are made aware of harmful or illegal behaviour, how do you intend to handle disclosure or nondisclosure of such information?

It is unlikely that the research will uncover harmful or illegal behaviour, but such information was disclosed or discovered then the researcher would be obliged to report this through [REDACTED] guidelines as an employee of the Educational Psychology Service and as a Chartered Educational Psychologist.

8. If the research design demands some degree of subterfuge or undisclosed research activity, how have you justified this and how and when will this be discussed with participants?

The researcher does not intend to do any undisclosed research activity.

9. How do you intend to disseminate your research findings to participants?

Through a summary report about the research which has been written for [REDACTED] on behalf of the Educational Psychology Service. A full copy of the research will be available for participants to read through the published thesis kept at Birmingham University Education Level.